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**VYUŽITÍ INTERAKTIVNÍ TABULE JAKO
PROSTŘEDKU EFEKTIVNÍ VÝUKY SLOVNÍ
ZÁSObY V HODINÁCH ANGLICKÉHO
JAZYKA**

**USING AN INTERACTIVE BOARD AS A
MEANS OF EFFECTIVE TEACHING
VOCABULARY IN EFL CLASSES**

Diplomová práce: 10–FP–KAJ–146

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Cíl: Diplomová práce zahrnuje akademický výzkum a praktické ověření teorie, která se týká obecných zásad a metodických principů osvojení slovní zásoby v cizím jazyce.

Cílem je prokázat, že při správném výběru vhodných metod, strategií a aktivit, které respektují jednotlivé fáze zapamatování nových slov, si žáci efektivněji, to znamená rychleji a lépe, rozšíří slovní zásobu.

Zpracování praktického projektu, analýza a interpretace výsledků v uvedené diplomové práci prokáží porozumění metodám analýzy teoretických východisek a jejich kritického zhodnocení a schopnost využití teoretických závěrů při volbě vhodných metod při výuce cizího jazyka.

Posouzení efektivnosti teorie a zvolených metodických postupů v praxi dále ukáže schopnost využití evaluace jako nezbytné strategie hodnocení celého výzkumu.

Specifikou uvedeného projektu je využití interaktivní tabule a s ní spojených aktivit jako inovativní formy vedoucí k efektivní výuce slovní zásoby.

Požadavky: Platnost hypotézy diplomové práce bude ověřena v hodinách anglického jazyka na některé ze základních škol.

Metody: Na základě studia odborné a metodologické literatury jsou vypracovány návrhy plánů hodin anglického jazyka, jejichž účinnost je detailně vyhodnocena pomocí metod kvalitativního výzkumu.

Literatura: DOBBS, J. *Using the Board in the Language Classroom*. Cambridge: Cambridge University Press, 2001. ISBN 0-521-65417-3

WRIGHT, A. *Pictures for Language Learning*. Cambridge: Cambridge University Press, 2003. ISBN 0-521-35800-0

SHERMAN, J. *Using Authentic Video in the Language Classroom*. Cambridge: Cambridge University Press, 2003. ISBN 0-521-79961-9

HARMER, J. *The Practice of English Teaching*. Longman: Pearson Education Limited, 2005. ISBN 0-582-40385-5

HALLIWELL, S. *Teaching English in the Primary Classroom*. Longman: Longman Group UK Limited, 1994. ISBN 0-582-07109-7

PROHLÁŠENÍ

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Monika Loničková

V Liberci, dne 1. 12. 2010

PODĚKOVÁNÍ

Tímto bych velmi ráda poděkovala vedoucí své diplomové práce paní Mgr. Renatě Šimůnkové, Ph. D. za odborné vedení a cenné rady, které mi v průběhu psaní této práce poskytla a také za její vstřícné jednání.

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Velké díky patří mému otci a prarodičům, kteří mě po celou dobu studia podporovali.

ANOTACE

Diplomová práce pojednává o využití interaktivní tabule jako didaktické pomůcky pro efektivní výuku anglické slovní zásoby v heterogenních třídách na druhém stupni základní školy.

V teoretické části jsou popsány výuka a získávání nové slovní zásoby jako takové. Dále je zde uveden obecný popis interaktivní tabule, její nejčastěji využívané typy v českých školách a v neposlední řadě podstatné výhody, které s sebou tato tabule do výuky přináší. Metodologická část se zaměřuje na integraci a praktické využití interaktivní tabule v hodinách anglického jazyka. Taktéž uvádí příklady prezentace a procvičování slovní zásoby na konkrétních interaktivních aktivitách.

Poslední část práce je zaměřena na praktický projekt, který se uskutečnil v 7. ročníku základní školy. Hlavním záměrem tohoto projektu je ověření hypotézy, zdali tato pomůcka zlepšuje učební výsledky žáků, a tak vede k prohloubení a rozšíření jejich jazykových znalostí.

Projekt byl ohodnocen na základě několika prostředků, kterými jsou: pozorování žáků během vyučovacích hodin a jejich následných reflexí pořízených v těchto hodinách a na porovnání žákovských studijních výsledků, pořízených před a po provedení tohoto projektu. Celková analýza prokázala, že interaktivní tabule je přínosnou pomůckou při výuce slovní zásoby, ale ve vyučování není výrazně efektivnější než ostatní tradiční pomůcky.

Ukázky z jednotlivých vyučovacích jednotek, které se zaměřují na prezentaci nebo na procvičování slovní zásoby, jsou uvedeny v přílohách.

ABSTRACT

The diploma thesis deals with using the interactive whiteboard as a didactic tool providing efficient teaching vocabulary at heterogeneous classes of a lower secondary school.

The theoretical part describes teaching and acquiring new vocabulary and gives a general description of the interactive whiteboard and its mostly used types in Czech Fs. This part also indicates benefits which the interactive whiteboard brings into education. The methodology part focuses on integrating and a practical use of the interactive whiteboard within English lessons presented on the examples of practical interactive activities created for vocabulary presentation and practice.

The final part of the work focuses on a professional project realized at 7th grade of a lower secondary school. The main aim of this project was to prove the thesis statement that the interactive board positively influences pupils' outcomes and so expands and deepens their language knowledge.

The professional project was evaluated on the basis of several means such as: reflections of pupils during English lessons and a comparison of pupils' grades acquired in vocabulary tests taken before and after the project. The final analysis proved that the interactive whiteboard brings benefits into teaching English vocabulary but is not distinctively more effective than other traditional teaching tools.

Examples of interactive activities designed for either presenting or practicing vocabulary are presented in appendices.

ANNOTATION

Die Diplomarbeit beschäftigt sich mit der Verwendung der interaktiven Tafel als Lehrmittel für den effektiven Unterricht von englischem Wortschatz an Grundschulen.

Im theoretischen Teil werden der Unterricht und das Lernen neuer Vokabeln beschrieben. Ferner werden hier eine allgemeine Beschreibung der interaktiven Tafel und auch die am häufigsten verwendeten Typen in den tschechischen Schulen aufgeführt. Schließlich werden hier die grundlegenden Vorteile angegeben, die diese Tafel bringt.

Der methodische Teil konzentriert sich auf die Integration und die praktische Verwendung der interaktiven Tafel im Englischunterricht. Auch er bietet Beispiele der Präsentation und Vokabelübungen auf bestimmte interaktive Aktivitäten an.

Der letzte Teil behandelt ein konkretes Projekt, das in der 7. Klasse an einer Grundschule stattfand. Das Hauptziel dieses Projekts ist zu prüfen, ob dieses Hilfsmittel vorteilhaft für den Unterricht ist.

Das Projekt wurde auf Grund mehrerer Mittel bewertet, und zwar die Beobachtung der Schüler während der Unterrichtsstunden, ihre folgende Reflexionen und der Vergleich der Lernergebnisse der Schüler vor und nach der Durchführung dieses Projekts.

Die gesamte Analyse zeigte, dass diese Tafel ein vorteilhaftes Lehrmittel beim Wortschatzerwerb ist. Aber für den Unterricht ist sie nicht mehr effektiver als andere traditionelle Lehrmittel.

Beispiele der Lehreinheiten kann man im Anhang finden.

TABLE OF CONTENTS

A	INTRODUCTION	10
B	THEORY.....	13
1	Vocabulary in English lessons	13
1.1	What is vocabulary?.....	13
1.1.1	The growth of vocabulary importance.....	13
1.1.2	Vocabulary aspects to be considered.....	15
1.2	Vocabulary teaching	17
1.2.1	Features of vocabulary teaching	17
1.2.2	Presenting vocabulary.....	21
1.2.3	Practicing vocabulary	24
1.3	Learning vocabulary.....	26
1.3.1	Learner	26
1.3.2	Learning styles.....	27
2	Interactive whiteboard	30
2.1	Interactive whiteboard in a general view	30
2.2	What is an interactive whiteboard?	30
2.3	The position of interactive whiteboards in our schools	31
2.4	Mostly used types of interactive whiteboards – which one to choose?	32
2.5	Benefits of the interactive whiteboard.....	33
C	METHODOLOGY.....	36
1	Interactive whiteboard in EFL classroom.....	36
1.1	Managing a lesson with integration of the interactive whiteboard	36
1.2	Organizing a classroom with integration of the interactive whiteboard	38
1.3	Teacher’s roles.....	39
2	Use of interactive activities in EFL classroom	40
2.1	Division of interactive activities	41
2.2	Interactive activities resources.....	43
2.3	Practical usage of the interactive whiteboard for vocabulary teaching in EFL classroom.....	44
D	HYPOTHESIS	48
E	BASIS FOR PROJECT DESIGN	49
1	Characteristic of the class.....	49
2	Activity plan criteria.....	50
3	Methods of pupils evaluation during interactive activities	53
4	Vocabulary test assessment	54
F	PROJECT IMPLEMENTATION	56
1	Activity plan No. 1.....	56
1.1	Teaching vocabulary using interactive whiteboard No. 1.....	56
1.2	Observation No. 1	60
2	Activity plan No. 2.....	62
2.1	Teaching vocabulary using interactive whiteboard No. 2.....	62
2.2	Observation No. 2.....	66
3	Activity plan No. 3.....	68
3.1	Teaching vocabulary using interactive whiteboard No. 3.....	68
3.2	Observation No. 3	72

4	Activity plan No. 4.....	75
4.1	Teaching vocabulary using interactive whiteboard No. 4.....	75
4.2	Observation No. 4.....	79
5	Activity plan No. 5.....	81
5.1	Teaching vocabulary using interactive whiteboard No. 5.....	81
5.2	Observation No. 5.....	85
6	Evaluation of the project.....	87
G	SUMMARY.....	89
	RESOURCES.....	92
	APPENDICES.....	95
	Appendix 1: Family – an example of the interactive activity.....	95
	Appendix 2: Family – an example of the interactive activity.....	95
	Appendix 3: Family – a blank test.....	96
	Appendix 4: Family – a filled in and graded test.....	96
	Appendix 5: My Sport (Golf) – an example of the interactive activity	97
	Appendix 6: My Sport (Golf) – an example of the interactive activity	97
	Appendix 7: My Sport (Golf) – a blank test	98
	Appendix 8: My Sport (Golf) – a filled in and graded test	99
	Appendix 9: Free Time Activities – an example of the interactive activity.....	100
	Appendix 10: Free Time Activities – an example of the interactive activity	100
	Appendix 11: Free Time Activities – a blank test.....	101
	Appendix 12: Free Time Activities – a filled in and graded test	101
	Appendix 13: Films – an example of the interactive activity.....	102
	Appendix 14: Films – an example of the interactive activity.....	102
	Appendix 15: Films – a blank test.....	103
	Appendix 16: Films – a filled in and graded test.....	104
	Appendix 17: Means of Transport – an example of the interactive activity	105
	Appendix 18: Means of Transport – an example of the interactive activity	105
	Appendix 19: Means of Transport – a blank test.....	106
	Appendix 20: Means of Transport – a filled in and graded test	107

CHAPTER I: ACADEMIC

A INTRODUCTION

Motto:

„With the help of technology, teachers will be leaders in the transformation of education around the world“.

Craig R. Barrett

Without any exaggeration, it is possible to describe today's time as a period overloaded by a lot of different modern technologies, technological innovations and a growing amount of information. Its main focus is placed on rapidity, accuracy, accessibility and efficiency considering financial issues as well. Therefore, we are encouraged to use those modern technologies which not only facilitate our work and lives but also influence all areas of human activity such as industry, business, health service as well as our free time, communication and, last but not least, education. Considering the last mentioned feature, then, these aspects are reflected in increasing demands for more advanced education and technology skills.

To be capable of competing in this time, it is necessary to create some rules which would enable teachers to bring up and educate individuals who would have enough dispositions for living such a hectic and modern life. In the Czech Republic, this role is carried out on all levels of our educational system, from the most basic towards the highest ones. Therefore, the influence by new trends of today's time is more than evident as for example IT and foreign languages are not only privileged at high schools and at the universities anymore but are building their strong position also in basic education. This is the reason why also primary pupils should meet these two aspects as well as understand them as a matter-of-course of their lives and primarily, be able to use them actively.

Educational institutions then react on such a necessity by improving the existing equipment and teachers are urged to replace their traditional teaching tools by more modern ones. While computers along with the Internet are, nowadays, standards, other new technologies are entering our schools. One of the most discussed technology item is the interactive whiteboard, which became a synonym for a modern way of education.

It has the ability to present interactive activities created by teachers and run different types of multimedia and other pre-programmed applications. Such a board is also characteristic for its feature to interact with both pupils and teachers in terms of a given feedback. This feedback should have the impact on creating the educational process more attractive and therefore more interesting, enjoyable and motivating for pupils.

This work deals with using the interactive whiteboard for vocabulary teaching. A great emphasis is put on an examination whether this new multimedia tool has such a fundamental educational contribution in every deed and also whether it enables pupils to acquire new vocabulary knowledge in a more sufficient and a successful way. Seeing that the purchase of the interactive whiteboard requires no small investment, it is necessary to find out whether its cost is substantivized or whether the interactive whiteboard is only one of many other so called innovations.

The theoretical part looks at vocabulary from several points of view. It describes the growth of its importance and also points out differences between historical and present attitudes toward teaching new words. In this part, vocabulary aspects that need to be taken into consideration as well as the fundamental rules while teaching and learning vocabulary are all mentioned. In order to describe the interactive whiteboard, the work presents a general view of this tool, its mostly used types and their position in Czech schools and also reminds its basic education advantages.

While the first part deals with more theoretical aspects of teaching vocabulary through the interactive whiteboard, the methodological part focuses mainly on more practical ways of integrating and using the board in EFL classrooms in terms of presenting and practicing new words. Along with these features, it does not omit classroom management including the role of a teacher and different kinds of resources providing suitable interactive material. In addition to that, it provides a description of a variety of methods applicable on the interactive whiteboard.

Based on both the theoretical and the methodological part, the hypothesis stands as follows: “Providing that the basic methodological principles are followed, the interactive whiteboard can become a very valuable educational tool for teaching English vocabulary in heterogeneous classes at lower secondary school and thus help pupils to deepen their knowledge more efficiently with regard to their better outcomes.”

The final part of the work involves the professional project itself, whose main aim is to find out whether the hypothesis can or cannot be proved and for what reasons. It contains five different lesson plans focusing on presenting or practicing new

vocabulary through the interactive whiteboard, observations of the lessons as well as evaluation of pupils' outcomes based on grades from their vocabulary tests. These outcomes are analyzed in the final evaluation part and also in a designed table. The final verification of the research is presented through all findings mentioned above.

B THEORY

1 Vocabulary in English lessons

1.1 What is vocabulary?

At the first sight, there is an easy and clear answer to such a question - vocabulary means “all the words contained in a language”¹. However, if such a term is viewed from another, educational, angle, explaining what vocabulary presents and what it stands for becomes an issue deserving a deeper investigation as any other parts of a language system.

Vocabulary, therefore, is one of the biggest aspect of any language course² primarily, for its communicative power and, as Jim Scrivener adds, “powerful carrier of meaning”³. Considering these features, it is clear that vocabulary research reaches much further.

In general, people we are communicating with will understand our message without having much of grammar knowledge. In contrast to that, without words it would be completely impossible.

1.1.1 The growth of vocabulary importance

As mentioned in the preceding chapter, nowadays, vocabulary is together with grammar one of the most significant features discussed in any language course. But its importance as a key element while learning a language used to be neglected and very seldom mentioned in the past. As V. F. Allen adds, there was extremely little attention paid to techniques focusing on vocabulary teaching and even that "Some books appeared to be telling teachers that students could learn all the words they needed without help"⁴. Obviously, vocabulary itself was deeply underestimated in contrast to pronunciation and grammar.

Since then, its importance has notably increased and "Vocabulary, often neglected in methodological terms in the past, now occupies the centre stage"⁵.

¹ Sinclair, J. M. *Collins English Dictionary and Thesaurus*. Glasgow: HarperCollins Publishers, 2000.

² Schmidt, N., McCarthy, M. *Vocabulary*. Cambridge: Cambridge University Press, 1997, p. Introduction.

³ Scrivener, J. *Learning Teaching*. Oxford: McMillan, 2006, p. 73.

⁴ Allen, V.F. *Techniques in Teaching Vocabulary*. Oxford: Oxford University Press, 1983.

⁵ Bowen, T., Marks, J. *Inside Teaching*. Oxford: Heinemann, 1994, p.90.

Fortunately, teachers do not doubt the value of vocabulary anymore and are aware of communication problems caused by the lack of necessary words. There are many authors such as M. McCarthy, T. Bowen and J. Marks or J. Scrivener, who place the importance of vocabulary above grammar which they consider as "not such a powerful tool"⁶.

Although both, vocabulary and grammar are closely interconnected and form a remarkable linguistic relation, good knowledge of grammatical rules is certainly inefficient if learners do not know essential vocabulary for being able to express them sufficiently. In addition, it also holds true that "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way"⁷.

Another aspect supporting the importance of vocabulary in terms of communication purposes is the fact that vocabulary constitutes a fundamental feature particularly in the early stages of most of the learners. The more words they learn the more motivated and confident they feel about developing their knowledge and have the need of improvement in extending their vocabulary stock. This is also accepted even when learners are more advanced and their vocabulary focus proceeds into different areas according to their individual interests or need. In such a stage, it depends on every individual what kind of vocabulary they want to extend and learn in more details. Therefore, vocabulary knowledge is substantial as it forms a linguistic system and is considered as one of the most important elements of communication.

In comparison with the past and based on previously mentioned statements, the present features a growing interest of some experts and also teachers who focus on the subject of vocabulary because of its importance and make much account of its effective use in their lessons.

⁶ Scrivener, J. *Learning Teaching*. Oxford: McMillan, 2006, p.73.

⁷ Schmidt, N., McCarthy, M. *Vocabulary*. Cambridge: Cambridge University Press, 1997, p. Introduction.

1.1.2 Vocabulary aspects to be considered

As mentioned earlier, the importance and value of vocabulary knowledge can be hardly doubted as it is necessary for learners to communicate and exchange information in their everyday life. The act of working with vocabulary and providing the best support to pupils when they adopt a firm command of language can become an issue especially when teachers do not consider several aspects of encountering vocabulary and so disturb their learners during obtaining new words.

First of all, there is a need for every teacher to recognize the difference between two ways of obtaining new words - vocabulary acquisition versus learning vocabulary. Regarding the first mentioned and probably more natural way of acquiring new words, acquisition appears in every single lesson in which learners meet new vocabulary in context while listening or reading. As V.F.Allen adds: “such words are usually learned without being taught, without being explained or drilled in class”⁸. However, there are still much more words that have to be learned because they are hardly educible from the context or they are seemingly not clear enough. In this case, the spotlight should be put primarily on choosing the most appropriate ways and teaching aids of presenting and practicing new vocabulary so that it is well understood, remembered and consequently used by learners.

Another aspect to be considered, besides those mentioned above, is the distinction between productive and receptive vocabulary. As J.Scrivener adds: “We all understand many more words than we actually use in everyday situations”⁹ but it is not likely that all those recognized and understood words are or need to be productively used. Sometimes, according to Rogers, Phillips and Walters it is enough for learners only to recognize vocabulary and not necessarily important to use it productively if it is met in context¹⁰. While this, also called passive, vocabulary simply involves mainly understanding meaning, productive or active vocabulary, as opposed to the first kind, shows a very intense demand on learners’ ability to use vocabulary items and it is generally known that it creates “the body of words that a person feels comfortable using in writing and speech”¹¹. Although this implies that productive vocabulary does not appear as large as receptive vocabulary, there is an obvious relationship between these

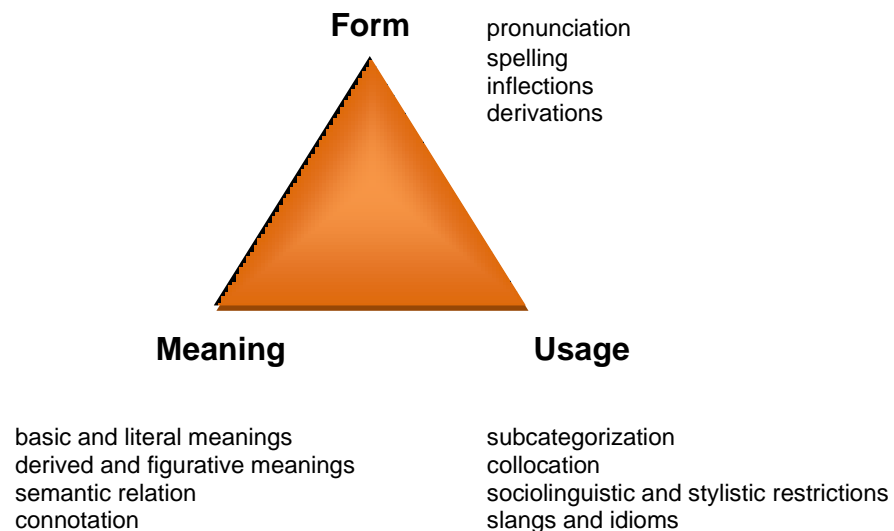
⁸ Allen, V.F. *Techniques in Teaching Vocabulary*. Oxford: Oxford University Press, 1983, p.7.

⁹ Scrivener, J. *Learning Teaching*. Oxford: McMillan, 2006, p.74.

¹⁰ Gower, R., Philips, D., Walter, S. *Teaching Practice Handbook*. Oxford: Heinemann, 1995, p.145.

¹¹ URL: <http://www.education.com/definition/productive-vocabulary/> [Accessed 27 April 2010]

Lastly, owing to the fact that a word is a substantial lexical unit, there are several fundamental elements interdependent on each other and worth consideration - the form, the meaning and the use of vocabulary. Teachers' ability to realize the power of these parts forming a word as a unit before they start teaching new words to their pupils, for both productive and receptive use, becomes a must. In addition to such a fact, it is vital to remind that all the three elements mentioned above can be subdivided to other aspects and therefore, the focus should also converge on the idea of what exactly teachers want to teach and what their main vocabulary target of the lesson is. Naturally, it is impossible to focus in detail on all those aspects, mentioned in the table below, altogether within one lesson. On the other hand, a need of a solid knowledge of vocabulary aspects becomes a necessity. If this unwritten rule is broken, learners will never be able to build and follow vocabulary structures and make connections among them.



*Picture 1-1: Three vocabulary aspects*¹²

¹² URL: <http://www.auburn.edu/~nunnath/engl6240/tvocabul.html> [Accessed 5 July 2010]

1.2 Vocabulary teaching

As mentioned in preceding chapter, vocabulary is a key element of any second language class which is faced by language learners every time a language lesson starts. While grammar is important for meaning, without vocabulary no message is conveyed¹³. Therefore, it is essential for language teachers to realize how important and responsible a role they play especially while their pupils acquire and retain new words. One of the main tasks of a language teacher, then, is to help pupils develop sufficiently large vocabulary¹⁴ as well as cater for their ability of vocabulary effective usage in a real life.

However, some language teachers leave all the responsibility of vocabulary learning to their pupils only and very rarely teach them basic but essential vocabulary learning strategies and techniques. This problem might be caused by some teachers who do not understand or ignore the fact that teaching new vocabulary has to be divided into several step forming the whole process. If it is not followed and/ or if language teachers do not approach their role in a systematic way, vocabulary teaching can very easily become a very daunting prospect.

1.2.1 Features of vocabulary teaching

It is sometimes mistakenly believed that once a word is taught is it automatically learned by pupils. On the contrary, the truth is that vocabulary teaching and learning new words do not go hand in hand as it could seem at the first sight. As Rob Waring adds in his article Basic Principles and Practice in Vocabulary Instruction, "It is too easy to forget that teaching does not cause learning and to forget that just because students have finished a unit, this does not mean they have mastered all the words in it"¹⁵. Thus, before language teachers step into classrooms and appear in front of their pupils, it is necessary for them to plan in advance and primarily, according to several major features of vocabulary teaching listed below in what ways they will deliver new words to their pupils.

¹³ URL: http://esl-programs-lessons.suite101.com/article.cfm/tips_for_teaching_12_vocabulary [Accessed 12 June 2010]

¹⁴ URL: http://esl-programs-lessons.suite101.com/article.cfm/tips_for_teaching_12_vocabulary [Accessed 12 June 2010]

¹⁵ URL: <http://www.jalt-publications.org/tlt/articles/2002/07/waring> [Accessed 1 May 2010]

The first feature refers to setting the main aim of a lesson or an activity as it is crucial for selecting what vocabulary to teach. Without setting up the main aim, it simply cannot be reached successfully and it is more likely that even the selection of new words will not be appropriate. Language teachers should also know whether they want to teach all aspects of vocabulary or whether they want to focus only on some of them. Usually, it is not possible to present and practice all vocabulary aspects at a time. No less important is the purpose for which new words are taught.

The second feature of vocabulary teaching relates to vocabulary selection. Language teachers should be careful while choosing what to teach as vocabulary choice is, according to Michael McCarthy, probably the major feature¹⁶. For the purpose of building up a solid vocabulary base, it is vital to start with such words and expressions which are frequently used and carry the most meaning senses¹⁷. Once pupils get in contact with "easy-to-learn" vocabulary, then the attention should be paid to those words which can cause problems or difficulties while being learned.

Thirdly, the amount of new vocabulary intended for presenting and practicing, plays an important role while following features of vocabulary teaching, too. Language teachers need to think of how many new words they want their pupils to learn. For long-term retention, no more than 10-12 new words should be presented at a time¹⁸. Whereas an appropriate amount of new words taught in a lesson usually leads to success, teachers' unwise decisions in this matter can frustrate and put pupils off from further learning and broadening their, already existing, vocabulary stock. On the other hand, if teachers spot that their pupils are able to embrace more words than it was originally planned, new vocabulary can be added with additional words relating to a discussed topic.

Fourthly, it is quite common that teachers work with pupils whose vocabulary knowledge is rather passive and appears on different language levels. Therefore, another fundamental feature of vocabulary teaching greatly emphasizes the appropriacy which all language teachers should bear in mind while selecting teaching material for their pupils. This means that "they waste a minimum of time on frustrating incomprehension and have plenty of opportunities to practice what they know and use it as a jump-off

¹⁶ Schmidt, N., McCarthy, M. *Vocabulary*. Cambridge: Cambridge University Press, 1997, p. 62.

¹⁷ URL: <http://www.jalt-publications.org/tlt/articles/2002/07/waring> [Accessed 11 June 2010]

¹⁸ URL: http://esl-programs-lessons.suite101.com/article.cfm/tips_for_teaching_12_vocabulary [Accessed 14 June 2010]

point for the learning of new language”¹⁹. Teaching advanced pupils differs diametrically from teaching beginners. If the choice is inappropriate and pupils are faced with too easy or, on the other hand, too difficult material, there is quite a high possibility that they will be hardly able to use new words effectively and it could cause them some difficulties while adding new words to those they already know.

Another important feature adverts to the need of new words. Such a thing is usually solved for language teachers by the syllabus, course book or depends on the aims and objectives relating to an individual lesson or activity. There is also a possibility to leave the responsibility of selecting new words to be taught on to the pupils as they very often find themselves in situations where they have to communicate and use certain words. In this case, language teachers become informants who provide their pupils with needed vocabulary. As Michael Wallace adds: "The vocabulary is then presented in response to own needs and interests, and we are perhaps more likely to remember it"²⁰. Therefore, it is vital to establish such situations in most of the lessons and so lead pupils to feel the need for target words, just as it happens in real life on daily basis.

Next feature, to be followed, mentions relations in which new vocabulary items should be presented if possible. It is much easier for pupils to learn, remember and use new words when they are taught in comprehensive units such as animals, furniture, clothes etc. rather than in groups in which they are mingled without any logical system and without any or very weak relations. Penny Ur adds that "You will get better results if items can be linked with each other or with ones already known, through meaning- or sound-association"²¹.

According to Penny Ur, "a new item of vocabulary may be more than a single word"²² and very often expresses one single meaning. A problem comes into being in situations when language teachers focus more on teaching single words, rather than collocations or lexical phrases. Thus, another feature that is essential to be followed is very closely connected to context in which new words appear. Primarily in the case of unfamiliar or "difficult-to-learn" words, teaching new vocabulary with the help of the surrounding language is very effective as it can help pupils to guess the meaning easily and in more natural way. According to Lewis, it holds true that "such conceptual

¹⁹ Ur, P. *A Course in Language Teaching*. Cambridge: Cambridge University Press, 2006, p. 46.

²⁰ Wallace, M. J. *Teaching Vocabulary*. Oxford: Heinemann Educational Books, 1982, p. 29.

²¹ Ur, P. *A Course in Language Teaching*. Cambridge: Cambridge University Press, 2006, p. 67

²² Ur, P. *A Course in Language Teaching*. Cambridge: Cambridge University Press, 2006, p. 60

understanding is arrived at not through 'blind learning', but through process of exploration which leads to genuine understanding"²³. Making sure that this feature is understood and considered, leads to more lively experience from vocabulary learning.

Finally, recycling and reviewing vocabulary is an important part of a lesson plan as most new words are forgotten in the first twenty-four hours after class²⁴. Besides this fact, it seldom happens that pupils remember a new vocabulary item immediately after they encounter it and as Jim Scrivener declares "language teachers job does not finish as soon as a learner has first met some new vocabulary; they need to help them practice, learn, store, recall and use the items"²⁵. Therefore, a frequent and multiple exposure and repetition of new words become a necessity and should last until pupils do not feel confident enough with using them in terms of recognizing and being able to identify their meaning. It becomes an unwritten rule that a new word should appear during more than one language lesson to increase vocabulary acquisition.

²³ Harmer, J. *The Practice of English Language Teaching*. Harlow: Longman, 1991, p.75.

²⁴ URL: http://esl-programs-lessons.suite101.com/article.cfm/tips_for_teaching_l2_vocabulary
[Accessed 14 June 2010]

²⁵ Scrivener, J. *Learning Teaching*. Oxford: McMillan, 2006, p. 75.

1.2.2 Presenting vocabulary

“Under the presentation of new lexical items one understands teaching of preselected lexical items in the planned stage of a lesson”²⁶. At this stage, the meaning and the form of new words are introduced to pupils by teachers in either way. While teachers have quite an active role, pupils passively receive new knowledge and only rarely are involved. The process of presentation or in other words, introduction and explanation of new vocabulary items is based on providing pupils with unknown and encouraging them to meet such words, find out what they mean and in what ways they can be used. Jim Scrivener describes it as an action of “The giving of language to students”²⁷. Presenting vocabulary is one of two basic steps for teachers to help pupils while meeting new words for the very first time.

According to M. McCarthy, introducing and explaining a new word are both based mainly on techniques providing written or drawn stimuli enhanced by the acoustic backup provided by teachers²⁸ and on helping pupils to discover more of new words. If done in a way involving visuals, sound and new words all together, pupils are more likely to remember a word they just met and, thus, succeed during the following process of practicing.

According to Michael Wallace, while presenting new words, “teachers try to establish a direct link between the word and the meaning either by using”²⁹:

- visual techniques
- verbal techniques
- translation
- a dictionary

As for visual techniques, these include visuals as well as mimes and gestures. Visuals consist of a variety of flashcards, realia, board drawings, wall charts, pictures and photographs “extensively used for conveying meaning and particularly useful for teaching concrete items of vocabulary”³⁰ such as food or clothes, and particular

²⁶ Takač, V.P. *Vocabulary Learning Strategies and Foreign Language Acquisition*. Clevedon: Multilingual Matters, 2008, p.19.

²⁷ Scrivener, J. *Learning Teaching*. Oxford: McMillan, 2006, p.215.

²⁸ Schmidt, N., McCarthy, M. *Vocabulary*. Cambridge: Cambridge University Press, 1997, p.115.

²⁹ Wallace, M. J. *Teaching Vocabulary*. Oxford: Heinemann Educational Books, 1982.

³⁰ Gairns, R., Redman, S. *Working with Words*. Cambridge: Cambridge University Press, 2006, p.73.

vocabulary fields such as activities, actions, places, descriptions and so on. While visuals are very often used for activities focusing on practicing and improving pupils' interaction, mimes and gestures rather serve as supplementary ways of explaining meanings of words.

Next, verbal techniques contain use of illustrative situations, use of synonymy and definitions, contrasts and opposites, scales and examples of the type.

Illustrative situations in a spoken or written way appear to be very helpful in such moments when a taught vocabulary item is rather abstract and therefore difficult to be explained. They are likely to be used in context from which pupils easily understand meaning of the given message by imagining a particular situation.

Teachers use synonymy and short and simple definitions particularly with less advanced learners for whom long and complicated explanations and descriptions would mean absolute lack of understanding the word or on the other hand, also with those pupils whose vocabulary knowledge is advanced enough and needs to be broaden even further.

The use of contrasts and opposites is very similar to the use of synonymy and differs only in the way of its presentation. While synonymy are in most cases presented as they are, it is rather vital to use contrasts and opposites with context in which they appear by reason of an accurate meaning explanation.

Scales are vital to use with, at least, intermediate pupils whose both vocabulary and grammar knowledge are on a certain level. "Once students have learnt two contrasting or relating items, this can be a useful way of revising and feeding in new items"³¹. With teachers' help, pupils can learn new words as well as understand and be able to put them in an appropriate order with ease.

Lastly, using the examples of a particular vocabulary topic, while presenting new words, comes in hand in situations when teachers want "to illustrate the meaning of superordinates"³². In these cases, they very often use examples of vocabulary such as vocabulary items which are included in superordinate groups, e.g. a car, a train, a bus etc..

Another technique frequently used for vocabulary presentation and conveying the meaning is translation. Opinions on such a technique differentiate a lot. While some methodologists think that translation is highly efficient and should not be avoided,

³¹ Gairns, R., Redman, S. *Working with Words*. Cambridge: Cambridge University Press, 2006, p.75.

³² Gairns, R., Redman, S. *Working with Words*. Cambridge: Cambridge University Press, 2006, p.75.

others are in a strong opposition and say that it is better to explain meanings of words without using it. Naveen Kumar Mehta asserts that “The teacher should try to get the meaning to the class without using translation”³³. According to him, this technique is not preferable as it is not able to provide an accurate and precise meaning of a word which is important for pupils to grasp while presenting new vocabulary items³⁴. On the other hand, others like Michael Wallace or Ruth Gairns and Stuart Redman suggest that sometimes it becomes very difficult for pupils to guess the exact meaning of a new word and in such situations, translation and integrating mother tongue is more than useful alternative. Not only it saves time during a lesson, it “can be a very quick way to dispose of low frequency items that may worry the students but do not warrant significant attention”³⁵. However, as Michael Wallace suggests, although translation can be very effective, it should be kept under control for several reasons. Pupils taught through such a technique use their mother tongue most of the time and are not exposed enough to the target language, which they use very little.

Last of the most common techniques used for conveying the meaning of words is using a dictionary. While sometimes teachers prefer dictionaries to be closed and choose other techniques, there may be lessons in which dictionaries are used especially when pupils are asked to solve a task on their own or if there is nobody else to ask. Such a technique supports pupils’ autonomy and makes them much more independent of their teachers. Furthermore, using a dictionary is one of the quickest ways of finding new information while learning new words with elimination of uncertainty about the meaning and “also involves a number of learning strategies from basic reference skills (alphabetical order as the most basic) to advanced reading skills”³⁶. Therefore, training and encouraging pupils in using monolingual dictionaries seem to be quite an important and useful aspect to become a part of a lesson. Unfortunately, using a dictionary does not come without any difficulties. One problem connected very closely with this method arises in situations when pupils do not know how to use their dictionaries. In such a case, they spend a lot of time trying to find a word but usually without any success. This can be not only very time demanding but also extremely demotivating for pupils. Therefore, teachers first need to teach their pupils what to do with a dictionary. Once

³³ URL: <http://iteslj.org/Techniques/Mehta-Vocabulary.html> [Accessed 18 June 2010]

³⁴ URL: <http://iteslj.org/Techniques/Mehta-Vocabulary.html> [Accessed 18 June 2010]

³⁵ Gairns, R., Redman, S. *Working with Words*. Cambridge: Cambridge University Press, 2006, p.75.

³⁶ URL: <http://www.onestopenglish.com/section.asp?catid=59439&docid=146458> [Accessed 2 July 2010]

they are sure that pupils have the required skills for working with a dictionary, then it is possible to integrate dictionaries into lesson otherwise it is not effective at all.

However, presenting new vocabulary forms only one part of the united and gradual process of teaching and means that “would be probably followed by a practice activity in which the learners could find ways to use the words that they had just met or revised”³⁷.

1.2.3 Practicing vocabulary

After new words are presented to pupils, next important step is the second main part of vocabulary teaching – practice. “At this stage, teachers give their learner chances to use the language being studied”³⁸ through different procedures aiming at providing pupils with enough opportunities to review and consolidate new words into their long-term memory. As pupils’ need to become more familiar and comfortable with new vocabulary is no less than crucial, Schmitt recommends a principle labelled as ‘expanded rehearsal’³⁹. This means that teachers have to revise new words with their pupils by practicing to recognize, manipulate and use what was introduced ideally after the presentation and then in several gradually increasing time intervals. Only then, it will be visible how well pupils learned previously presented words and whether they were successful in learning and memorizing them.

As, according to Penny Ur, “vocabulary practice is usually carried out through procedures called ‘exercises’ or activities”⁴⁰ therefore, they focus primarily on helping pupils to memorize new vocabulary and also rehearsing and improving practised items⁴¹.

Generally, vocabulary practice can be done through exercises and activities such as fill-in tasks, multiple choices, picture labelling, completing a text etc., which should be divided according to the amount of teachers support provided into:

- guided
- semi-guided
- free

³⁷ Scrivener, J. *Learning Teaching*. Oxford: McMillan, 2006, p.80.

³⁸ Scrivener, J. *Learning Teaching*. Oxford: McMillan, 2006, p. 215.

³⁹ Schmidt, N., McCarthy, M. *Vocabulary*. Cambridge: Cambridge University Press, 1997.

⁴⁰ Ur, P. *A Course in Language Teaching*. Cambridge: Cambridge University Press, 2006, p.21.

⁴¹ Ur, P. *A Course in Language Teaching*. Cambridge: Cambridge University Press, 2006, p.22.

Guided practice activities are more teachers oriented activities as they provide entire teachers' support to their learners while they solve a task. A way of practicing new words through these activities is usually used straight after pupils meet new vocabulary items, remember them but do not have any experience of using them. That is the reason why pupils need their teachers' assistance in such an amount.

Once, pupils feel more confident using a new vocabulary item, it is the right time for semi-guided practice activities. In this case, teachers' help and support do not have such an important role anymore as pupils have much more freedom in making their own decisions while doing a task or an exercise. This means that teachers facilitate their pupils but it's the pupils who are responsible for finishing a task.

Lastly, during free practice activities, pupils "have a chance to reinforce skills and synthesize their new knowledge by completing a task on their own and away from the teacher's guidance"⁴² and therefore, there is no need of teachers guidance as pupils are able to use the target content freely. In this case, it is completely up to pupils as they are expected to produce the final 'product' without any teachers' assistance.

In conclusion, it is more than clear that while planning a lesson, teachers have to make a connection between both vocabulary presentation and practice. There is a need for the first stage, in which pupils only meet new words, to be followed by their practice otherwise it will never be possible to store what was introduced to pupils' memory and hardly ever recalled in the future.

⁴² URL: http://k6educators.about.com/od/lessonplanheadquarters/g/independent_pra.htm
[Accessed 25 June 2010]

1.3 Learning vocabulary

“You live a new life for every new language you speak. If you know only one language, you live only once.”

Learning vocabulary is a process which goes along with us during our whole lives no matter how old we are, who we are or where we live. It starts in a very early childhood and does not finish earlier than in our adulthood. Simply, we learn new and new words, their combinations and other expressions all the time and therefore, such a process plays an extremely important part in learning any language. Once we are actively involved in such a process or in other words, once we start learning, we become learners.

1.3.1 Learner

According to The Free Dictionary, a learner is “someone (especially a child) who learns (as from a teacher) or takes up knowledge or beliefs”⁴³. In fact, it is conceived very narrowly especially for teachers who meet different pupils in their lessons on daily basis and take their “otherness” into account.

In contrast to the previous description, a learner is far more than a person receiving knowledge and new information. It is also someone who is evident for their individual identity, behaviour, interests, thoughts and needs showed in every minute of the learning process. Consequently, the learner as an individual can be viewed from a number of different angles and therefore, it is more than important for a teacher to become aware of such specifics and adjust all activities and approaches to create appropriate learning environment and encourage a successful and effective way of acquiring new knowledge. In other words, all learners should have a chance to be provided “a rich diet of learning experiences”⁴⁴.

Thus, the ability of a teacher to choose the most convenient strategies to reach the goals of the lesson and modify them to satisfy learner’s needs is based not only on the knowledge of their students but claims, in the first place, an acquaintance of various

⁴³ URL: <http://www.thefreedictionary.com/learner> [Accessed 2 May 2010]

⁴⁴ Harmer, J. *The Practice of English Language Teaching*. Harlow: Longman, 1991, p.38.

learning styles or as Ellis (1985) adds: “the more or less consistent way in which a person perceives, conceptualizes, organizes and recalls information.”⁴⁵.

1.3.2 Learning styles

As mentioned in the previous chapter, there are many learners in the classrooms who express themselves by different kinds of behaviour and different learning styles which may, in some cases and if handled inappropriately, result in problems. Therefore, it is quite vital for teachers to know all learners they teach and be aware of this major factor influencing both learning and teaching. In fact, if teachers adjust the way they teach to the learning styles their pupils prefer, the whole process of learning will become more effective and probably much more enjoyable.

On the other hand, even though those individuals are more or less characteristic for their particular traits and all of them require a unique approach from the teacher, they form an integrated learning group which means that every teacher should be able to accomplish their teaching strategies with a sufficient number of stimuli in order to promote a balanced and learner convenient environment to satisfy learners with all kinds of learning styles. There are lots of existing divisions of learners and their learning styles and strategies based on various ways of classification and viewed from different angles.

For instance, while Tony Wright focuses on investigating learning styles within a group and divides learners on the ‘enthusiasts’, the ‘oraculars’, the ‘participators’ and lastly the ‘rebels’, others such as Keith Wiling or Howard Gardner tend to describe learners as individuals. In compliance with Keith Willing’s theory about categorizing learner styles, learners are classified into four groups according to the way they prefer learning a language on convergers, conformists, concrete learners and finally communicative learners. All of these four different types of learners differ from one another by not only the way they approach and learn the language but also by building their confidence and independence on their teacher while doing so. However, a teacher is not the only element playing a considerable role within a lesson. Besides him or her and learners themselves, the importance attributes to suitable teaching aids as well.

Considering learning progression dependent on dominant intelligences, Howard Gardner’s concept of ‘Multiple intelligences’ suggests that learners do not have only a

⁴⁵ URL: <http://www.teachingenglish.org.uk/think/articles/learning-styles-teaching>
[Accessed 30 April 2010]

single intelligence but a whole range of them from which usually two are the most outstanding. He categorizes all kinds of intelligences into seven different groups – Musical/ Rhythmic, Verbal/ Linguistic, Visual/ Spatial, Bodily/ Kinaesthetic, Logical/ Mathematical, Intrapersonal and Interpersonal. Furthermore, he adds “an eighth intelligence, which he calls Naturalistic intelligence (Gardner 1993) to account for the ability to recognise and classify patterns in nature”⁴⁶. According to his theory, learning cannot be successful if the most dominant intelligences of every learner are not supported by felicitous choice of teaching tools that facilitate their progression in improving the language.

Last but not least, and probably the most well-known and very closely connected with the chosen and used teaching tools, division of learning styles which greatly emphasizes four sensory modalities is the Dunn and Dunn VATK model. It “has become sort of “folk wisdom” among teachers and even the general population”⁴⁷.

Such a system of classification points out that learners learn very heterogeneously and therefore, they are divided on the basis of the particular sense used while learning on visual, auditory, tactile and kinaesthetic ones. The first mentioned, visual learners learn mainly through seeing and use their sight as a means of learning. Next, there are learners for whom the most suitable way of acquiring new knowledge comes through hearing things. Those who prefer an auditory style of learning improve in such lessons and activities including as many verbal elements as possible. In general, and in contrast to visual learners, this group “may struggle to understand a chapter they've read, but then experience a full understanding as they listen to the class lecture”⁴⁸. The tactile learning, which is often joined with the kinaesthetic learning style, typically occurs by learners who tend to write and draw more than the others in order to learn, memorize and remember well. Last but not least, the kinaesthetic learning style, which is sometimes mistakenly considered as the previously mentioned one, speaks about learners who learn new things through doing them actively and proceeding through some kinds of physical activity. “These are the “hands-on learners” or the “doers” who actually concentrate better and learn more easily when movement is involved”⁴⁹.

⁴⁶ Harmer, J. *The Practice of English Language Teaching*. Harlow: Longman, 1991, p.46-47.

⁴⁷ URL: <http://christytucker.wordpress.com/tag/vatk/> [Accessed 3 May 2010]

⁴⁸ URL: http://en.wikipedia.org/wiki/Auditory_learning [Accessed 3 May 2010]

⁴⁹ URL: <http://www2.yk.psu.edu/learncenter/acskills/kinaesthetic.html> [Accessed 5 March 2010]

In conclusion, those, mentioned above, theories of dividing learners according to their learning styles are probably the best known representatives of many existing ones. Considering the fact that every learner is an individuality and therefore, prefers different approaches and has different needs and styles of learning, the main focus should be oriented on very careful planning and also on decision making while selecting such teaching tools which have the ability to meet demands of all learners in the class and support the way they learn effectively. In other words, “If a child is not learning the way you are teaching, then you must teach in the way the child learns”⁵⁰.

⁵⁰ URL: <http://www.multipleintelligencetheory.co.uk/> [Accessed 15 March 2010]

2 Interactive whiteboard

2.1 Interactive whiteboard in a general view

Technologies, nowadays, play a very important role in our lives and also occur as teaching aids in our schools. One of the most discussed technology feature is definitely an interactive whiteboard, also known as SMART Board or ActivBoard, which became standard educational equipment. It is not just a replacement for traditional whiteboards, blackboards or screens, as some teachers think, but it also offers a wide range of advantages applicable to not only language classrooms. Besides that, it “has a great potential as a teaching tool and may someday make chalkboards and regular whiteboards obsolete, especially in affluent schools”⁵¹.

As Jeremy Harmer says: “We can use boards for a variety of different purposes”⁵². Such a statement undoubtedly enhances the fact about the rich usage, flexibility and versatility of interactive whiteboards as well. Besides widening their knowledge interactively, pupils also acquire new skills about using a new technology item to satisfy and meet their needs. Another feature of interactive whiteboard is the ability to accommodate with all types of learners and expose them to a variety of heterogeneous activities so that they can, according to Pete Sherma and Barney Barrett, “proceed at their own pace”⁵³. Whether they are visual, tactile or audio ones, they all can greatly benefit from this powerful tool.

In general, interactive whiteboards have become very important and powerful teaching tools at schools nowadays which are definitely worth noting. Therefore, it is vital to take their potential into consideration and further research.

2.2 What is an interactive whiteboard?

An interactive whiteboard is a technical innovation of the 21st century which refers to two different features. The first one describes such a board as a large interactive display which consists of three indispensable elements: the board itself, a computer and an electronic overhead projector. Most commonly, the board is connected with the computer by USB connector and the projector, projecting the image of the

⁵¹ Dobbs, J. *Using the Board in the Language Classroom*. Cambridge: Cambridge University Press, 2001, p.217.

⁵² Harmer, J. *The Practice of English Language Teaching*. Harlow: Longman, 2005.

⁵³ Sharma, P., Barrett, B. *Blended Learning*. Oxford: Macmillan Education, 2007.

computer screen on the board. Considering the interactive whiteboard as not only a large, highly resistible display surface but also a touch-sensitive feature working electronically, it provides a possibility for users to control all computer applications by means of a finger, active pen called stylus and other devices such as remotes, wands, tablets or touch screens.

The other kind of device is, in contrast to hardware peripherals, computer software that allows its users to work cooperatively, contribute and collaborate at the same time and primarily, regardless of their presence in the same room. Jeaninne Dobbs further explains that because of this fact interactive whiteboards are considered not “only as classroom tools but also as tools to facilitate distance learning”⁵⁴.

The general description of the interactive whiteboard mentioned above can be extended into more details based mainly on uncovering the whole variety of its options. These provide its users with an advantage to widely benefit from this educational tool. As this topic reaches much further, another chapter is devoted to it.

2.3 The position of interactive whiteboards in our schools

According to SIPVZ research from 2005, facilities of interactive whiteboards in Czech schools has rapidly increased since 2004 and reached the number of 2213. It claims that, in comparison with 2004, the amount of this tool grew from the original 300 pieces more than seven times⁵⁵. On that account, the popularity of interactive whiteboards is more than visible as there is a continually increasing demand for such equipment from our schools. This fact is also acknowledged in the article in *Učitelské noviny*, where it is said that “facilities of a projecting technology as well as interactive whiteboards tend to rise in schools.”⁵⁶ A growing popularity of using the interactive whiteboard is also pointed out in a research by MirandNet 2000, which shows that 83 per cent of Czech teachers consider it as an excellent teaching tool⁵⁷.

Unfortunately, although interactive whiteboards built up their irreplaceable and a very strong position in our educational institutions, still there is an indispensable group of users concerned about using or mastering them. Such thoughts and worries might be

⁵⁴ Dobbs, J. *Using the Board in the Language Classroom*. Cambridge: Cambridge University Press, 2001, p. 217.

⁵⁵ URL: http://student.oapion.cz/ic_sipvz/index.php?a=6 [Accessed 12 March 2010]

⁵⁶ Ústav pro informace a vzdělávání, Využití informačních a komunikačních technologií na ZŠ, SŠ a VOŠ. *Učitelské noviny*, 2009, roč., 28, s. 23.

⁵⁷ Hausner, M. *Interaktivní Tabuli! Proč?*. Praha: Microsoft Publisher, 2003. p. 6.

resulting from the lack of information and knowledge about its advantages. Therefore, it is more than crucial to inform teachers properly and make sure they will have a chance to see all the various ways the interactive whiteboard positively influences the educational process and what results it brings.

Simply, all the teachers, who have already started using the interactive whiteboard or are just about to start, should be well aware of its efficiency and understand how greatly they and their pupils can benefit from integrating this tool into their lessons.

2.4 Mostly used types of interactive whiteboards – which one to choose?

Among lots of different producers of interactive whiteboards, there are a couple of major ones, which maintain lead on the market - Promethean with its Active Board and SMART Technologies offering SMART board. In spite of the fact that these two, at first sight very similar, products are extremely strong competitors to each other, the selection itself is not quite as equal as it seems to be and, more than on technologies and features provided, depends primarily on their users and their needs and preferences. Thus, the question “Which one to choose?” is already answered.

Concerning Czech schools, SMART board seems to be reaching more popularity and attention mainly because of its less complicated software. This type of a board is considered as more suitable for educational purposes and for being easy-to-manage not only for pupils but also for teachers who hesitate to involve new technologies in their lessons. In contrast to Active board enabling advanced functions and tools but on the other hand, requiring the necessity of a thorough training, can SMART board be called as ‘user-friendly’.

However, there is also the total cost, which forms one of the most important and crucial matter as it is constantly considered to be a key challenge in connection with the choice between SMART board and Active board. In this area, SMART board, again, appears in the guiding position as its costs are considerably lower.

As already mentioned above, and in spite of the money issue, both SMART board and Active Board have the ability to satisfy their users on a reasonable level and help them during their learning/ teaching process.

2.5 Benefits of the interactive whiteboard

The use of the interactive whiteboard, primarily in an educational environment, provides lots of advantages for both teachers and pupils. This effective teaching medium has the ability to improve learning outcomes by combining the simplicity of a whiteboard with the power of a computer as well as make the teaching more effective but enjoyable and dynamic at the same time⁵⁸.

As mentioned above, apart from pupils, also teachers can experience the variety of advantages by integrating the interactive whiteboard into their lessons.

Firstly, such a board is considered as a time saving device especially for those teachers whose lesson plans are applicable in several different classes. Therefore, teachers no longer have to worry about constant making new materials as they simply keep them stored in their computers and can reuse or adjust what they already prepared any time if needed. Simply, once the lesson or the activity is created, it can be used over again without any longer preparation. This benefit also very closely relates to the fact that teachers do not need to spend time on preparing and storing teaching and other additional materials such as maps, books or dictionaries which are intended for pupils to use them only during a lesson and then carried away. In other words, there is no need to bring such materials into a classroom as teachers can very easily store them in their computer in electronic form and display them on the interactive whiteboard.

The fact that the interactive whiteboard offers the possibility not only to display but also store and save the information to the computer is another advantage relating to the ability of distributing materials used in the lesson. Because of this, teachers can easily print them out, email or fax them to their pupils or pupils' parents or share them on the internet or educational and methodological portals.

Thirdly, next advantage of using the interactive whiteboard, highly valued by teachers and pupils, is the multimedia potential it carries. It provides a whole variety of stimuli such as sounds, texts, videos and graphics and puts them into one integrated system. This fact can be very likely a solution for teachers teaching in heterogeneous classes with pupils who rely on different learning styles or with those who are hardly motivated. Instead of using television, radios, CD players, flashcards and lots of other

⁵⁸ URL:

<http://smarttech.com/us/Solutions/Education+Solutions/Products+for+education/Interactive+whiteboards+and+display>[online]. Available from s/SMART+Board+interactive+whiteboards [Accessed 23 May 2010]

technical devices and aids, teachers have it “all in one” which results in accommodating more learners’ needs by providing a whole range of learning experiences at the same time. What is more, interactive whiteboard can be, and usually is, very easily connected to other devices such as digital or video camera, overhead projectors and voting systems. This fact also offers other possibilities of supporting pupils and enriching their learning.

Fourthly, and with the connection of the previous advantage of the interactive whiteboard, its another feature is the fact that “EFL publishers have joined this new technological revolution, with recent course books featuring IWB-ready materials”⁵⁹. The main cause of this great advantage reflects mainly in a “...more active and engaging way”⁶⁰. Nowadays, there is a whole variety of different software explored primarily for lessons or activities based on using interactive whiteboards. Besides those which are offered on the market and can be bought by anybody, there are also those kinds which come together with course books as an additional material.

Bringing authentic materials or, in other words, the outside world into the classroom is another big advantage of integrating the interactive whiteboard. Both teachers and pupils “can use the interactive whiteboard to show content from CD-ROMs and the Internet, and this content can be annotated, illustrated”⁶¹. Teachers are able to expose their pupils to the authenticity of a language and let them experience more of a real life rather than concentrate on blunt, and sometimes, not topical articles and exercises. This means that teachers are able to modify and edit their lessons for instance, according to present circumstances and so keep them updated and more interesting by making connection with the Internet and using other online books and resources.

Another advantage of this type of the board is its possibility to motivate and involve pupils into the learning process. As Mary Ann Bell explains “the board is a kid magnet due to its high interactivity”⁶² provided by many different features such as for example, moving objects, changing colours and mainly experiencing things. Her opinion is supported by H. Douglas Brown, who also points out that “ a cognitive view

⁵⁹ Dudeney, G. *Internet and the Language Classroom*. Cambridge: Cambridge University Press, 2007, p.40.

⁶⁰ Dudeney, G. *Internet and the Language Classroom*. Cambridge: Cambridge University Press, 2007, p.40.

⁶¹ Dudeney, G. *Internet and the Language Classroom*. Cambridge: Cambridge University Press, 2007, p.40.

⁶² URL: http://wik.ed.uiuc.edu/index.php/Electronic_Whiteboards [Accessed 25 March 2010]

of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement”⁶³. The interactive whiteboard is undoubtedly one of those tools, which is typical for the ability to provide stimuli for enjoyable learning and so motivate pupils, enhance their interest and give them chance to control their learning as well.

These advantages and benefits provided by the interactive whiteboard are crucial during learning/ teaching process and give a clear picture of educational strengths and power of this tool applicable in making the best in a class if carefully and thoughtfully used.

⁶³ Harmer, J. *The Practice of English Language Teaching*. Harlow: Longman, 1991, p.51.

C METHODOLOGY

1 Interactive whiteboard in EFL classroom

Having and using the interactive whiteboard in the classrooms on account of vocabulary teaching comes together with some hidden costs that appear as soon as this tool is switched on. If teachers want to use this tool effectively and so reach targets of the lesson and teach pupils new words, it is vital for them to know some conditions which they will have to follow and under which they will have to work. Generally, all teachers who use the interactive whiteboard to raise the general standards of pupils' vocabulary knowledge and improve their learning competences, including their communicative skills and knowledge, ought to be aware of an appropriate work organization and an appropriate lesson management. Teachers should bear in mind that if they integrate the interactive whiteboard in their lessons and use it as a tool for vocabulary teaching, they serve a variety of roles within every single lesson.

1.1 Managing a lesson with integration of the interactive whiteboard

As it is recommended by many methodologists, effective classroom management maximizes time spent on learning. Therefore, a strategic planning is a cornerstone for gaining the success in a form of reached learning aims and objectives. It is also important to realize that managing a classroom with the integration of the interactive whiteboard involves some changes and requires slightly different approach in planning than it is usual if no technological teaching tools are used.

It is more than common that in every, especially a language, classroom, there is a board of some kind. According to Gower, Phillips and Walters, "It is essential, then, to organize your use of it in order to obtain the maximum effects"⁶⁴. Therefore, teachers using interactive whiteboards should make sure that they will follow a very important step – a pre-board work. This means that the board itself as well as its software should be carefully tested by both teachers and their pupils. As for teachers, they need to check and practice how to use the interactive whiteboard and its software before integrating this tool with prepared activities into their lessons. Pupils should have a chance to

⁶⁴ Gower, R., Philips, D., Walter, S. *Teaching Practice Handbook*. Oxford: Heinemann, 1995, p. 65.

explore the main functions of the board and gain the experience from using it before they move towards learning new knowledge. In the stage of pre-board work, the integration of the interactive whiteboard can be easily done during warm-up activities in which a teacher motivates pupils, makes a connection with a following activity or practises something already known from previous lessons. Although pupils do not acquire any new language knowledge yet, they become less worried about finding out practically how the board works through practicing simple but important tools and functions. In this stage, it is crucial for a teacher to clearly demonstrate pupils what to do and participate with them actively.

In the second stage, during a board-work, a teacher should be sure that all pupils know how to operate the board and can move with them towards an active learning and a teaching process. This stage is usually connected with two parts of teaching new words - presentation and practise. A teacher, in this stage, should use the full potential of the interactive whiteboard for learning and interaction purposes. During a vocabulary presentation, pupils approach the board less than they do during a practicing part. However, it does not mean they do not have a chance to operate the board. In this part, a teacher should apply basic interactive activities, during which pupils use the interactive tools and simple functions while new words are introduced. Moving to the second part of a board-work stage, mainly pupils' activity increases. Pupils approach the board very actively and practice new words. As well as the activity and interactivity with the board increase, also interactive activities change a lot. Pupils do more advanced activities, in which confident skills in operating the board are required. In this stage, it is expected that pupils will deepen their vocabulary knowledge as well as operate the board with less help from a teacher. As for a teacher, he/ she still participates with pupils but not as much as at the beginning. In this stage, it is important to mention that both pupils and teachers get a feedback from the interactive whiteboard. Such a feedback then indicates pupils how well they worked and what they learnt and also teachers get a sign whether their class is prepared to move on to the last stage of the lesson.

Once all new words are properly presented and practiced, a post-board work takes place in a lesson. In this stage, pupils approach the board very little and also the interactivity decreases. The direction of pupils' learning focuses on follow up tasks in their course books or on different kinds of activities such as worksheets and questionnaires. A teacher should use the opportunity to continue in practicing new

vocabulary with giving less and less prompts to his/ her pupils and so prepare them for testing and assessment.

There is a high probability that if all three stages are followed and planned well, the aims and objectives of the lesson will be reached. On the other hand, a classroom environment is always full of changes and every teacher should prepare for something unexpected to happen. For instance, they might encounter some troubles with functionless software and hardware or with a lack of electricity that can ruin the whole lesson. Therefore, it is vital not to underestimate these situations and always have another option usable within a lesson⁶⁵.

1.2 Organizing a classroom with integration of the interactive whiteboard

Besides a lesson management, also an organization of a classroom with an integrated interactive whiteboard and a classroom physical environment are important, too.

First of all, a teacher should consider what pupils will use the interactive whiteboard the most. The board should be reachable to all of them without any difficulties and therefore, it should not be positioned too high or, on the other hand, too low for pupils to operate it comfortably. Next feature that plays an important role is the way pupils are able to access the interactive whiteboard during a lesson. There should be no physical restraints such as too many pupils' desks, chairs or cables that would limit pupils approach towards the interactive whiteboard. Also, a space around the board should be clear so teachers or pupils operating it will have a chance to stand beside it or get out of its light any time needed.

Another thing, of which a teacher should be aware, is the location of windows and lights in a classroom. Although it is difficult to change the position of lights attached to a ceiling, a teacher can choose if they will or will not be used at all or which of them can be switched on without reducing the visibility of the board display. As for the windows, it is vital to think about the sun travelling around the classroom during different periods of a day and also having an influence on the visibility of the board. In

⁶⁵ URL: <http://www.origoeducation.com/10-tips-for-teaching-with-an-interactive-whiteboard>
[Accessed 8 June 2010]

situations like these, a teacher needs either to use blinds or adapt a colour of display background as well as a text font size for pupils to see what is shown on the board.

Classroom organization is also connected with a seating system in the classroom. Considering that using the interactive whiteboard focuses on interactive activities and including a lot of motion, it is unnecessary to have lots of spacious tables or pupils' desks there. On the contrary, pupils do not approach the interactive whiteboard during a whole lesson and therefore, they should have somewhere to sit and make notes. In other words, if a teacher uses the interactive whiteboard in his/ her lessons, the seating system should not be underestimated. There must always be enough desks and chairs for all pupils to use them but at the same time, the class should not be crowded by furniture. Mentioning seating in the classroom, pupils should sit in a reasonable distance which means not too close but not too far from the interactive whiteboard. Although teachers can hardly change the positions of the board, they are quite powerful in changing pupils' positions and choosing a suitable distance between them and the board⁶⁶.

Finally, the matter of technical support should not be left aside. As it was mentioned in previous chapters, the interactive whiteboard is an electronic device, which means that its smooth running depends utterly on an electricity supply but also on others such as hardware and software. In case the internet is used as a resource of interactive materials, the internet connection is equally important. Unfortunately, there are situations when such equipment and technical support fail and then, a teacher is compelled to solve these problems by either adapting his/ her lessons without using the interactive whiteboard or appeal to a member of staff, who is more familiar with the board or who can help with a piece of advice, for help.

1.3 Teacher's roles

Being a language teacher assumes a variety of different roles and is described nicely and to the point in a saying that "Teachers wear many hats". During teaching any language, they all change their roles and approaches according to various situations in the classroom, tools they are using and their pupils' needs. One of those 'various situations' can be integration of technology such as the interactive whiteboard in their lessons. While using and integrating the interactive whiteboard in English lessons, a

⁶⁶ URL: <http://delivery.acm.org> [Accessed 30 June 2010]

teacher's role is not only about providing language knowledge to pupils. It reaches much further and is very tightly connected to teacher's roles that help pupils to develop their language skills as well.

One of the roles, which English teacher adopts while starting using the interactive whiteboard, is the role of a resource provider. A teacher has to plan an interactive lesson but at the same time needs to make a right choice about suitable and the most appropriate resources and materials such as internet websites and types of activities presented and used by pupils during a lesson. Another, equally important, role a teacher acquires if he/ she decides to make his/ her own material is a creator of interactive activities. In this case, a teacher has to follow the basic steps and rules for designing interactive but still educational tasks. While presenting and practicing new vocabulary on the interactive whiteboard, the teacher acquires the role of a facilitator. This role is extremely important because pupils who approach the interactive whiteboard need some help from their teacher to operate it well and therefore finish a given task, learn and remember new words faster and more deeply. In this case, the teacher facilitates pupils by giving them instructions so they can proceed well in interactive activities. He/ she also demonstrates pupils how to use tools of the interactive whiteboard and which one to choose in different activities. Last role adapted by a teacher who uses the interactive whiteboard for teaching new words is an observer. This role also connects a lot with the second stage of vocabulary teaching – practise. The fact that the interactive whiteboard enables pupils to get an immediate feedback means that the teacher does not have to check pupils' answers vigilantly but can observe those who are not in a direct contact with the board.

In general, a teacher's role is not as dominant as it used to be in case of the traditional teacher-board-pupils concept when there was an ordinary black and non-interactive whiteboard. Although the role of a teacher is still important, the interactive whiteboard as an educational tool in a teaching process strengthens a lot.

2 Use of interactive activities in EFL classroom

There are a whole variety of ways to use the interactive whiteboard creatively and imaginatively and thus provide pupils with a chance to receive the most of their lessons and support their knowledge output. To do so, aims and objectives together with

a reason for creating activities on the interactive whiteboard should be set up very clearly and in advance. It means that every time teachers decide to integrate the interactive whiteboard into their lesson, there should definitely be a link between an interactive activity and a topic of the lesson. It should follow pupils' course books or their educational scheme as well as it should take into consideration pupils' interests, existing knowledge and skills. Also, it would be utterly illogical to create an activity on the interactive whiteboard which would be more or less identical with an activity done successfully only with using any kind of an activity sheet and a pen. Therefore, if teachers decide to create an interactive activity on the interactive whiteboard, it is vital for them to keep in mind that all interactive activities should be enough challenging and promote as much of pupils' interaction and participation as possible. Next feature, which plays quite an important role while creating an interactive activity, is teachers' IT skills and methodological knowledge. As well as teachers need to operate the interactive whiteboard and know benefits of this tool, they also need to be prepared to help their pupils in a learning process and primarily, know exactly what teaching methods, strategies and techniques they will use⁶⁷.

2.1 Division of interactive activities

As mentioned earlier, the interactive whiteboard should be used primarily for interactive purposes, which would vitalize a learning process and support pupils' engagement as much as possible. There is no point of using such a tool as any other ordinary board when it provides so many advantages in terms of enhancing lessons with a lot more interactivity and movement. Activities that meet these requirements and contain the interactive elements are called interactive. Based on CDMVT research implemented on more than two hundred interactive activities, it was found that these can be divided into three main categories and other ten subcategories as presented in the table below⁶⁸. It is very usual that teachers combine all three main categories of interactive activities together within a lesson to reach the highest standards in a teaching/ learning process.

⁶⁷ URL: http://www.virtuallearning.org.uk/whiteboards/An_approach_to_an_effective_methodology.pdf
[Accessed 25 March 2010]

⁶⁸ URL: <http://www.cdmvt.cz/node/42> [Accessed 25 March 2010]

Table 1: Division of interactive activities

Basic Activities	1. Matching objects
	2. Moving objects
	3. Assigning objects
	4. Sketching in
	5. Writing in
	6. Completing
Additional Activities	7. Uncovering
Advanced Activities	8. Identifying
	9. Animations
	10. Games

Basic interactive activities use basic tools of interactive systems such as a mouse, an interactive pen and a drag and drop function. These activities are easy to design for teachers and easy to use for pupils. This is why it is recommended to integrate them into early stages of lessons such as warm-ups and motivation activities. In addition, especially those pupils, who have no or a very little experience with operating the interactive whiteboard, do not get deterred from using it for the rest of the lesson.

While basic activities are quite easy to create, designing advanced activities requires more time and integration of other interactive tools which for instance are a highlighting function, a spotlight function and the use of a gallery with a build-in library, cliparts, backgrounds and interactive simulations. A typical feature of these activities is also the integration of media such as an audio, a video or animations, which enhances pupils' motivation and interaction while learning. Therefore, advanced interactive activities are better to be used during stages of a lesson in which an active learning takes place – presenting and practicing new vocabulary.

The last kind of interactive activities is additional. Its main characteristic is that such an activity is always used with one of two mentioned kinds of interactive activities because it cannot be used by itself and is usually based on a hide and reveal function. It entirely serves for adding more features into basic or advanced activities. For example, in cases when teachers need to create an activity that would utterly fit to pupils and support further vocabulary practice or if there are more advanced pupils in a class who

need to get extra work. One example of such an activity is interactive games that contain features either from basic or from advanced interactive activities.

All these three main kinds of activities can be further divided according to functions they use. Therefore, there are other ten subcategories such as matching objects, moving objects, assigning objects, sketching in, writing in, completing, uncovering, identifying, animations and games.

2.2 Interactive activities resources

There are plenty of resources featuring interactive materials and activities that work well on the interactive whiteboard integrated in a classroom and, at the same time, serve as educational elements. These are educational software, internet websites and computer programs.

First of all, probably the easiest and quickest option of using interactive materials and activities is the utilization of an educational software. Such software usually comes on compact discs as a supplementary material of teacher's books and nowadays, also of pupils' course books. Its great advantages are that all these activities and materials designed by methodologists come with methodology guides and are also completely based on the content of course books used in a classroom. This means that although a teacher is not able to create his/ her own interactive materials applicable on the interactive whiteboard, he/ she can still integrate the board in lessons according to methodological rules and make a great use of its full potential.

Another great source, where various interactive activities are obtainable, is the internet. It provides lots of interactive materials mainly through the web educational pages or downloadable ready-to-use interactive lessons with lesson plans. Despite the advantage of offering a countless number of opportunities for online learning, teachers need to be aware that not all of them are methodologically accurate and also that their requirements for educational materials do not have to be met at all. However, there are a lot of reliable internet websites that contain whole bank of interactive activities verified by methodologist and experienced teachers.

The most popular Czech websites offering interactive materials are:

<http://veskole.cz/>

<http://rvp.cz/>

Much more interactive materials can be found on foreign internet websites such as:

<http://www.topmarks.co.uk/interactive.aspx>

<http://www.scholastic.com/interactivewhiteboards/>

<http://pbskids.org/whiteboard/>

<http://www.iwb.org.uk/>

<http://www.education.smarttech.com/ste/en-US/Ed+Resource/Lesson+activities/>

Finally, the last resource of interactive materials is that, which is created by teachers themselves through using computer programs such as Word, Excel, PowerPoint and mainly, SMART Notebook. By using these programs compatible and applicable on the interactive whiteboard, teachers can simply create their own interactive materials and use them on the board or with any other technological devices such as personal computers. Activities and materials designed this way have one big advantage - if they are designed by a teacher of a certain class, they perfectly fit in lessons and take both pupils' and teachers' requirements and needs into consideration. On the other hand, creating interactive materials with the aid of aforementioned names of computer programs can become quite a challenge especially in cases these programs are not used and operated well by teachers.

2.3 Practical usage of the interactive whiteboard for vocabulary teaching in EFL classroom

There are many ways how the interactive whiteboard can be integrated and practically used in EFL classrooms for learning purposes. In case of teaching pupils new vocabulary, a teacher should remember that a span of children's attention is much shorter than the one of adults'. Therefore, every teacher integrating such a tool for vocabulary teaching needs to be appealing, quick and creative as much as possible. Considering the main defining feature of this board – interactivity, lots of teachers using this kind of the board, while teaching new words, then ask a question “How to integrate the interactive whiteboard for vocabulary teaching and still, keep it interactive?” In

other words, they ask about different ways of using this technological device primarily for presenting and practising new words.

When a teacher presents new words through the interactive whiteboard, he/ she can and should use it to its full potential and in various ways. Because the interactive whiteboard has the ability to serve as a multimedia device, it is more than easy for a teacher to present new words through transmitting them to pupils in a combinations of written texts or simple words, sounds, pictures and videos.

One of very often used interactive activity which helps a teacher to get across the meaning and the form of new words very clearly and fast is matching pictures with the corresponding words. Although this is an easy activity for pupils to understand and do, it provides with several various ways how to go through it with an enjoyment and thus, gives all pupils a lot of freedom to complete such a task in their own way but still successfully. Pictures can be matched with words by a drag and drop function. In this case, pupils simply remove either a word or a picture and drop it in a correct position on the board. Pupils can also match the words with the correct pictures by drawing connection lines between them by using their fingers or an interactive pen.

Another and very used way of presenting new vocabulary is also through visuals and their corresponding written forms, which are hidden behind the pictures. This activity focuses primarily on pupils exploring the meaning of new vocabulary by using an uncover function. Pupils move a picture by their fingers of the pen somewhere else from its original position on the board and then, can see what its written form looks like and what its meaning is through a written word, which was placed underneath the picture.

Next popular activity for new vocabulary presentation takes sounds into consideration. Instead of working only with written forms of words and pictures, also sounds are engaged in this kind of a task. First pupils look at the pictures attached to their corresponding words and listen to the sounds presented through sound icons positioned on the board. They press each sound icon and then, are asked to recognize the corresponding word and finally match them together by their fingers or the pen. In this case, pupils do not make only a connection between a meaning and a written form of a word presented visually; they also explore its pronunciation.

Finally, translation is one of many ways how new words can be presented. The use of ordinary dictionaries is taken over by the interactive whiteboard providing internet connection and thus, enabling pupils to use online dictionaries. This means that

both a teacher and pupils are able to find needed information of a word by connecting to the internet, finding a website with an online dictionary and then, only writing in a searched vocabulary item by an interactive pen or their fingers. If a teacher chooses vocabulary presentation through such a technique, he/ she has to be sure that the internet is working properly and that a chosen internet website is reliable enough and provides with correct information.

Time spent on practicing new vocabulary on the interactive whiteboard is slightly longer than during a vocabulary presentation part. In a stage when a teacher focuses on vocabulary practice, also a whole variety of different interactive activities can be used. Contrary to activities mentioned above, these require an average knowledge and skills in terms of operating the board as pupils' main interest should be directed to an utter language learning and practice, not to learning how to operate and work with the interactive whiteboard.

Great activities helping pupils with deepening their knowledge of new words are interactive games. They are created with the main purpose - to make pupils of all learning styles become more engaged and help them actively participate in their learning without realizing that they actually improve their language knowledge. By integrating the interactive whiteboard in such a way, a teacher also allows learning to be fun.

One of these is an interactive game called Pairs. In this game, pupils are asked to search for different pairs consisting of two cards. On one of them, there is a picture of a particular word and the second one shows the meaning of the word in a written or audio form. Pupils, by using the interactive pen or their fingers, press on different cards and try to find as many pairs as possible. Such a game helps pupils to deepen knowledge of new words presented in a previous stage of a lesson and practice not only their meaning but also the pronunciation or spelling.

Another game full of interactivity designed for practicing primarily spelling and pronunciation of new vocabulary offers pupils to develop mainly the spelling. Its name 'Multiple choices' clearly informs on what features this game is based. The board shows a set of changing pictures chosen in an advance. A teacher, pupils or the interactive whiteboard itself randomly draw one of the pictures. Then pupils' task is to choose a correct written or audio form of the corresponding picture from three possible answers. There are also several adaptations of this game in which, instead of choosing one of several answers, pupils are asked to say or write the whole word according to the

drawn picture. The other way how to play this game is to fill in missing letters into the word which is placed underneath the chosen picture.

Next and very popular interactive game which focuses on pronunciation and develops listening skills is assigning objects to their correct positions according to a heard word. Pupils first listen to a pronunciation of the word and then, choose the particular word and try to assign it to its correct position e.g. in the text or next to a corresponding picture. Again, pupils use only their fingers or the interactive pen to operate and move all the objects presented on the board.

Although there is a great amount of other different interactive activities that focus on vocabulary practice, they all have some important features in common. All of them enable pupils of different learning styles to access and develop new knowledge in a funny and enjoyable form; they also improve recalling new words from pupils' memory and thus, train their brains abilities. Interactive games provide practice of a variety of language skills and most importantly, they never leave pupils without giving them an immediate feedback.

In general, practical usage of the interactive whiteboard in vocabulary teaching is based mainly on a teacher's choice of suitable and reliable interactive activities. These should be enough motivating and engaging for pupils to help them deepen and widen vocabulary knowledge and skills. Although, there is a lot of literature focusing on procedures about physical operating such a board and its components, some at least most essential methodological strategies focusing entirely on practical usage of the interactive whiteboard in EFL lessons are missing. Therefore, that is the reason why this chapter is not based on any kind of a methodological literature source.

D HYPOTHESIS

Providing that the basic methodological principles are followed, the interactive whiteboard can become a very valuable educational tool for teaching English vocabulary in heterogeneous classes at lower secondary school and thus help pupils to deepen their knowledge more efficiently with regard to their better outcomes.

CHAPTER II: PROFESSIONAL PROJECT

E BASIS FOR PROJECT DESIGN

Project design is based on the previous research of relevant studied literature and its major focus is put on using the interactive whiteboard in heterogeneous classes of a lower secondary school. Integration of the interactive whiteboard is done through five different interactive activities oriented on presenting and practicing new English vocabulary included in pupils' course books. These activities are followed by teacher's reflections taken immediately after every lesson and by evaluations of pupil's outcomes acquired from vocabulary tests. Results from all vocabulary tests of all pupils are checked and graded according to a given grading scale, then noted in a table. They are also compared with results of previous vocabulary tests taken after lessons in which the interactive whiteboard as a vocabulary teaching tool was not used at all.

1 Characteristic of the class

Project was performed at primary and lower secondary school Barvířská in Liberec, with the class of year 7 consisting of sixteen pupils, ten boys and six girls. It is a mixed ability class and therefore very heterogeneous. From all sixteen of them, only five pupils show very good school results and are interested in learning English. Two pupils have a mixed learning disability and need to get more attention and individual approach from teachers. Most of the pupils are average learners without any major behaviour problems but unfortunately, with a lower interest in learning in general as well as in learning English. Therefore, it is quite difficult to motivate them and make them become more interested and keen on acquiring a new knowledge. Pupils in this class differ from each other also in their learning preferences. To state the exact amounts of pupils in each learning group according to pupils' preferences is very difficult and impossible to claim. However, there are two major learning styles taking place among pupils in this class. About one half of pupils like to learn through using their eyes while learning and enjoy the integration of different pictures, visuals and animations while new vocabulary is presented and primarily, when it is practiced. The other half prefers when a teacher involves activities which give pupils an opportunity to stand up, leave their seats, move and touch things. Simply, they like learning through the experience and enjoy less formal lessons. Although this is a class formed mainly

from active pupils and sportsmen, there are also two pupils who prefer learning through using their hearing and are not very keen on moving at all. Considering such a mixed ability group of pupils with several different attitudes toward learning and also with some learning disabilities, the interactive whiteboard in this class is used as a tool providing its main benefit through equally accommodating pupils with different learning styles, preferences and needs.

As for pupils' experience with lessons integrating the interactive whiteboard and their IT knowledge and skills, they, unfortunately, very rarely approach it in terms of using it practically and conceive it as a huge TV screen used for displaying videos.

2 Activity plan criteria

Before planning a lesson with the use of the interactive whiteboard, it was vital to consider more than carefully several fundamental criteria which can significantly influence the amount of success of every interactive activity performed on the interactive whiteboard and its impact on pupils' learning outcomes.

First of all, it was important to find out how well pupils were able to operate the interactive whiteboard. Although there was no need for them to master its hardware and software, they had to become familiar with using the basic interactive tools for completing interactive tasks and thus reach success in a learning process. Therefore, it was not pointless to provide pupils with some pre-work on the interactive whiteboard through e.g. a warm-up activity, during which pupils could try how each interactive tool works in a funny way. According to this finding, a teacher is able to prepare such an interactive activity that suits, accommodates and engages all learners in the classroom.

Another criterion, according to by a teacher should abide while creating an interactive activity for the interactive whiteboard, was a choice of a particular vocabulary of the lesson and a topic identical with the students' book and thus recommended by the Common European Framework of References for Languages for the level of English of pupils in year 7. Design of all activities was strictly based on topics from the course book and in some cases, added or adapted concerning pupils' preferences and interests. Once these were chosen, it was possible to decide about suitable pictures and other visuals as well as about sounds of all taught words used and presented on the interactive whiteboard.

Next criterion that comes in hand with the previous one was the question of time intended for each activity done on the interactive whiteboard. In case of the project, the total amount of all interactive activities is not longer than 35 minutes. During this time, it was expected that all pupils would get a chance to approach the interactive whiteboard actively but also had some time to complete follow-up tasks listed in their course books.

While planning and creating interactive activities for the interactive whiteboard, also resources were taken into consideration. Although there was a choice of different kinds of already prepared educational software attached to a teachers' book, all activities were created originally for each lesson and added by internet sources and galleries from SmartNotebook software. The reason of such a choice of creating each activity was to satisfy all learners' needs and preferences as much as possible. This means that all interactive activities should follow the basic methodological rules but at the same time, should also use a great advantage provided by the interactive whiteboard and include as many different features such as authentic materials, sounds, visuals, videos and animations.

Next criterion essential to be considered was the matter of interactivity or in other words, focusing on the amount of a "two-way transfer of information between a user and the central point of a communication system such as a computer"⁶⁹. This means that interactive activities of all five lessons had to include as many interactive tasks for pupils so they would not only approach the interactive whiteboard but actively participate, use it and operate it. Furthermore, each interactive activity and task should contain variety of different interactive features and tools, which would raise pupils' motivation and be attractive so much that pupils would hardly resist coming to the interactive whiteboard.

Also creating each slide of a presentation on the interactive whiteboard needed to follow one of the mentioned criteria. All objects displayed on the interactive whiteboard had to be well organized, easy to manage and operate and what is more, supported by as many different stimuli such as sounds, animations, videos and graphics as possible. This led to very careful and detailed layout planning which also had the influences the way pupils approach and interact with the board.

⁶⁹ Sinclair, J. M. *Collins English Dictionary and Thesaurus*. Glasgow: HarperCollins Publishers, 2000.

Last criterion is connected to the feedback provided by the interactive whiteboard which pupils receive during and after each interactive activity. All interactive tasks should be created in such a way that pupils would immediately find out whether they did or did not do something wrong with the opportunity to correct themselves.

3 Methods of pupils evaluation during interactive activities

The evaluation of each interactive lesson was divided into two stages of vocabulary teaching – the evaluation of vocabulary presentation and the evaluation of vocabulary practice.

In the first vocabulary presentation part of every interactive lesson, the evaluation questioned whether the form of new vocabulary presentation was conveyed to pupils effectively. In other words, it focused on how much they understood new words mainly by means of the acquired meaning and the form for further practice. Therefore, it was evaluated whether pupils were confused or whether their reactions on presented words showed a comprehension of all presented aspects of new vocabulary.

The evaluation of the second part of every interactive lesson, which focused on vocabulary practice, questioned to what extent pupils were motivated. It also focused on the engagement of all pupils of different learning styles and lastly, on the correctness of the practiced language.

As for the extent of pupils' motivation, mainly their enthusiasm and interest in approaching the board for the learning purposes as well as the length of time they remained motivated were observed. Furthermore, the evaluation also considered whether pupils asked any further questions about the topic and showed a curiosity in learning more and deepening their vocabulary knowledge.

Evaluating whether all heterogeneous learners were engaged was observed on how many different multimedia features they could and, in fact, did use in each interactive activity designed for practicing new words and also on how much they benefited from doing so. The fact that all pupils of different learning styles had a chance to practice new words by using the sense, on which they relied, equally, was also taken into consideration during the evaluation.

The last evaluated feature, in the stage of vocabulary practice, was how well pupils finished each of the interactive activities. This means whether they were or were not able to complete an interactive task accurately and whether their answers while completing follow-up tasks were correct as well⁷⁰.

⁷⁰ URL: http://www.spiritual-education.org/Lesson_Evaluation.pdf [Accessed 28 November 2010]

4 Vocabulary test assessment

One of the features which were taken into consideration while assessing the whole project was the assessment of all five vocabulary tests taken after every interactive lesson.

As for the vocabulary tests, the major feature of assessment focused on the accuracy or in other words, the rate of correct and incorrect answers. The fact that both vocabulary presentation and practice were performed through interactive activities and therefore differently than it was done in lessons without using the interactive whiteboard also influenced design of the tests. While the original tests contained of eight Czech expressions to be translated from Czech language into English, tests taken after the interactive lessons also contained the same amount of expressions but were created with regard to the way new vocabulary was presented and practiced. This means that primarily the meaning and the form were tested but it was done separately in each test. All five tests are attached in the appendices.

Another important aspect assessed during every test was time given for its completion. All tests were achievable in maximum of five minutes but in case of pupils with learning disabilities, the time needed to be adjusted on seven minutes.

The grades were given according to the amount of points pupils achieved in each test. The maximum of points achievable in each test was eight – one point for each correct answer, zero point for an incorrect answer. The scale of a grading system is shown in a table below.

Table 2: The scale of a grading system

Final grade	Achieved points from maximum of eight	Lost points from maximum of eight
1	8-7	0-1
2	6	2
3	5-4	3-4
4	3-2	5-6
5	1-0	7-8

The grading scale consist of five grades 1-5 and these were given to pupils according to the amount of points achieved in each test. If pupils achieved between eight to seven points (eight or seven answers were correct/ one or no answer was incorrect), the given grade was 1. On the other hand, if somebody achieved only one or

no point at all (seven or eight answers were incorrect/ one or no answer was correct),
the give grade was 5.

F PROJECT IMPLEMENTATION

1 Activity plan No. 1

1.1 Teaching vocabulary using interactive whiteboard No. 1

Topic: Presenting and practicing new vocabulary - Family

Course book reference: Project 3, Unit 1

Aim: to teach words and expressions used when describing a family

Learning objectives:

- pupils will be able to describe people in Kelly's family using correct words
- pupils will be able to recognize the meaning, spell and pronounce new vocabulary

Materials: interactive whiteboard, student's books

Timing: 45 minutes

Level: beginners

Stage 1: Opening the lesson (greeting pupils, checking attendance), 2 minutes

Stage 2: Warm-up (speaking, describing a picture), 7 minutes

Aim:

- to elicit the topic Family
- to revise already known vocabulary → *a mother, a father, a son, a daughter, a sister, a brother*
- to motivate pupils

Stage 3: Vocabulary presentation (presenting new vocabulary through a visual and a verbal technique), 15 minutes

Aim:

- to present new vocabulary → *an aunt, an uncle, a grandfather, a grandmother, a niece, a nephew, a cousin*
- to help pupils become familiar with new vocabulary
- to teach pupils the meaning of new vocabulary

Objective:

- pupils will be able to recognize the meaning of a new vocabulary
- pupils will be able to match the words with their definitions correctly
- pupils will become familiar with new vocabulary

Thesis focus:

The interactive whiteboard provides the exact meaning of new words by showing pictures and written definitions. This helps primarily visual, tactile and kinaesthetic learners to understand it as they see the pictures and definitions and they can also move them on the board and change their positions actively.

Table 3: Vocabulary presentation

<p>T: says to Ps that there are more people in the family</p> <p>T: shows a slide with pictures and corresponding words of more family members (an aunt, an uncle, a grandfather, a grandmother, a niece, a nephew, a cousin)</p> <p>T: asks pupils to read each definition of a new vocabulary item (written in English) and guess the meaning of a word (e.g. UNCLE – a brother of my mother etc.)</p> <p>Ps: read each definition and guess the correct word</p> <p>T: asks pupils about their opinion</p> <p>Ps: answer in their mother tongue or in English</p> <p>T: gives pupils a feedback (If pupils' answer is correct T translates the word into English. If their answer is incorrect, T asks pupils to guess again and correct themselves.</p> <p>T: asks pupils to come to the board and match a definition with the corresponding word</p> <p>Ps: match the definition with the corresponding word by dragging the picture and moving it towards the definition</p> <p>T: continues with the same strategy</p> <p>Ps: come to the board and match all definitions with corresponding words</p>	<p><i>"The family is bigger. Let's meet other FAMILY MEMBERS."</i></p> <p><i>"Read these definitions and tell me in Czech the correct word".</i></p> <p><i>"What do you think about the 1st definition? Who is it?"</i></p> <p>e.g. <i>"Well done! It is an UNCLE." / "No, that is not correct. It is not an UNCLE. Who is it?"</i></p> <p><i>"Come to the board, please. Match the definition with the word (e.g.) UNCLE."</i></p>
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Stage 4: Vocabulary practice (practicing new vocabulary through reading, working with the context), 20 minutes

Aim:

- to practice new vocabulary → *an aunt, an uncle, a grandfather, a grandmother, a niece, a nephew, a cousin*

Objective:

- pupils will be able to recognize and translate new words in the context
- pupils will be able to put the words into correct positions according to the context

Thesis focus:

The interactive whiteboard helps pupils of all learning styles to practice new words through enabling them to see new words in both a visual and a written form but also to hear their correct pronunciation and actively work with them by touching, moving and writing on the board.

Table 4: Vocabulary practice

<p>T: asks pupils to open their books on page 12</p> <p>Ps: open the books</p> <p>T: introduces the article to pupils</p> <p>T: gives pupils the instructions</p> <p>T: calls out pupils one by one to read parts of the article</p> <p>Ps: read the article</p> <p>T: after every part, asks pupils to come to the board, drag a word (words are placed below a family tree) towards the correct position on a family tree and write a person's name</p> <p>T: asks pupils to press a sound icon next to the position of each family member on the family tree and listen if their answer is or is not correct and then repeat the word for a whole class (to give a feedback and correct pronunciation of new vocabulary)</p> <p>Ps: place the words in their correct positions, write names of the family members, listen to pronunciation of the words and realizes whether it is or it is not correct</p> <p>T: asks pupils further questions about Kelly's family</p> <p>Ps: answer</p>	<p><i>"Open your books on page twelve, please."</i></p> <p><i>"This is Kelly's essay. She writes about her family. Look at her FAMILY TREE!"</i></p> <p><i>"Read Kelly's essay and find the names of the other FAMILY MEMBERS."</i></p> <p>e.g. <i>"Kačka, can you start reading, please."</i></p> <p>e.g. <i>"Adam, come to the board, put the word UNCLE to the correct position on a FAMILY TREE and write his name."</i></p> <p>e.g. <i>"Anička, now press a sound icon next to the word and listen to it. It's correct! Anička, repeat the word again for all of us, please!"</i></p> <p>e.g. <i>"Who is still single?"</i></p> <p>e.g. <i>"Kelly's aunt Penny is still single." etc.</i></p>
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Stage 5: Closing the lesson (greetings pupils), 1 minute

1.2 Observation No. 1

The fact that this was the first lesson with new pupils made me slightly nervous as I did not know what to expect from them. At the very beginning, after I introduced myself and got to know the class, I explained to pupils why and for what reasons I wanted to use the interactive whiteboard in their English lessons more than they were used to. Their reaction to such a piece of information was great and provided lots of enthusiasm and curiosity. As pupils were already motivated I decided to move very quickly to the second stage of the lesson - warm-up and encourage pupils' motivation and interest in working with the interactive whiteboard even more. I tried to find out how much they knew about the topic family through a partly covered picture. Pupils were asked to guess what or who was on the picture. As they could see only little parts of it, their ideas they came with were sometimes very funny but all of them very soon realized who was in the picture and that it would be a family we were going to talk about. Pupils liked exploring secret information and obviously could not wait to continue. In the third stage, after we elicited all already known vocabulary (a mother, a father, a son, a daughter, a sister, a brother), I continued with presenting new words. Knowing that pupils did not have any experience with using the interactive whiteboard, I decided to help them to operate it when they asked me and therefore avoided situations which could lead to pupils' discouragement and decrease their acquired motivation from the previous stage. As I called individuals to come to the board and match pictures with corresponding definitions, the rest of the class formed "a forest" full of hands showing me how much they wanted to approach the board and do that task. Pupils worked hard and made lots of effort while working with the definitions and understanding meanings of them. Therefore, such behaviour confirmed that the interactive whiteboard is effective and able enough to steal pupils' attention and activate them in a learning process. Then, we moved ahead to another stage, in which new vocabulary practice took place. Pupils were already familiar with new words and were ready to practice them. Finding these words in an article was easy for them and did not cause any difficulties at all. Unfortunately, while some pupils looked for the words as they were reading aloud, the others put too much focus on looking for single words that did not read the article at all. This inevitable situation led me make a slight change and thus I called out pupils one by one to read sentences or small parts of the article. The reason I did so was to draw more attention from all pupils and also make them prepared for doing next task on

the interactive whiteboard. As we continued reading together, pupils were coming to the board and dragged each word towards the correct position on a family tree with no major problems. Sometimes, pronouncing each word was difficult but this problem was eliminated as soon as pupils pressed a sound icon and therefore were able to hear correct pronunciation and repeat it properly. After this activity, pupils were supposed to identify new words and meanings of them by not only looking at them but hearing them, too. The focus was put also on pronunciation. Therefore, I asked pupils some questions related to the topic and checked their answers. This additional activity was chosen purposely because pupils had to recognize what member of family I asked about and then answer it correctly. I checked not only whether their answers were or were not correct but also put emphasis on the way pupils pronounced new words. Pupils' outcomes shown through their answers showed that the interactive whiteboard has the ability to motivate, engage and activate pupils while receiving both passive and active vocabulary knowledge.

2 Activity plan No. 2

2.1 Teaching vocabulary using interactive whiteboard No. 2

Topic: Presenting and practicing new vocabulary – My Sport (Golf)

Course book reference: Project 3, Unit 2

Aim: to teach words and expressions used connected to golf and golf equipment
to inform pupils about a traditional English sport and its basic rules

Learning objectives:

- pupils will learn and actively use new vocabulary about golf
- pupils will be able to recognize the meaning and pronounce new vocabulary

Materials: interactive whiteboard, student's books

Timing: 45 minutes

Level: beginners

Stage 1: Opening the lesson (greeting pupils, checking attendance), 2 minutes

Stage 2: Warm-up (spelling game), 10 minutes

Aim:

- to elicit the topic My Sport (Golf)
- to revise “sport” vocabulary (e.g. football, tennis, swimming, basketball, a racket, boots, etc.)
- to encourage pupils interest in golf
- to motivate pupils for further activity

Stage 3: Vocabulary presentation (presenting new vocabulary through a visual and a verbal techniques), 10 minutes

Aim:

- to present new vocabulary → *a ball, a bag, a club, a tee, a golf player, a golf course, a hole, a green*
- to help pupils become familiar with new vocabulary
- to teach pupils the meaning and the pronunciation of new words

Objective:

- pupils will be able to recognize the meaning of new words
- pupils will be able to match the words with their corresponding definitions correctly
- pupils will become familiar with new vocabulary

Thesis focus:

In this stage, the interactive whiteboard uses its multimedia potential as it presents new words through a visual but also through an audio form. Pupils grasp the exact meaning and pronunciation by seeing the pictures of each word and by having a chance to hear what way all the new words are pronounced. Together with engaging senses such as sight and hearing, pupils also have to use their physical sense - touch - to move all the visual objects and match them with their corresponding categories. Again, learners of all learning styles are engaged.

Table 5: Vocabulary presentation

<p>T: introduces a task by saying that if pupils want to play golf, they need some golf equipment to play</p>	<p><i>“Let’s play golf! Before we start, we need to learn something about some golf equipment.”</i></p>
<p>T: shows a slide with words (written in English) of different sports (T: uses vocabulary revised during a warm-up – e.g. tennis, football, etc.)</p>	<p><i>“Look at these different sport categories.”</i></p>
<p>T: on the same slide, T presents already revised vocabulary of sports equipment and also new vocabulary of golf equipment (all through moving objects formed of visuals, which come with corresponding English words (these provide correct spelling) underneath and sound icons beside them (these provide correct pronunciation)</p>	
<p>T: asks pupils to move objects of different sports equipment and match them with corresponding sport categories (e.g. TENNIS – tennis racket, tennis ball, etc. / FOOTBALL – boots, shin pads, etc.)</p>	<p><i>“Choose one object, listen to its pronunciation and move it towards a correct sport category.”</i></p>
<p>T: gives an example so pupils know what to do</p>	
<p>T+Ps: pay attention and check other pupils’ answers</p>	
<p>T: presses all visual objects of new words (golf equipment) and asks pupils to look and listen first</p>	<p><i>“Look and listen.”</i></p>
<p>T: presses all visual objects of new words (golf equipment) and asks pupils to look, listen and repeat what they hear</p>	<p><i>“Now, look, listen and repeat!”</i></p>
<p>T: switches the sound icons off, points at different object and asks pupils to look and say what they see (T changes speed of pointing at the visual objects to help pupils remember new words as much as possible)</p>	<p><i>“Let’s see what you remember. I will point and you say what you see.”</i></p>

Stage 4: Vocabulary practice (practicing new vocabulary through listening to orders),
20 minutes

Aim:

- to practice new vocabulary → *a ball, a bag, a club, a tee, a golf player, a golf course, a hole, a green*

Objective:

- pupils will be able to recognize new words from listening activity
- pupils will be able to complete a task according to given orders

Thesis focus:

Pupils practice new vocabulary on the interactive whiteboard through a listening activity and following instructions based on a basic interactive activity such as a sketching their own visual objects in. In this case, the interactive whiteboard gives an opportunity to help pupils practice new words by letting them create their own products and involves more of their senses such as sight, touch, hear and physical activity at the same time while completing a task (pupils listen to instructions and then draw visual objects according to what they hear).

Table 6: Vocabulary practice

T: shows an authentic picture of a golf course on the board and invites pupils to play a virtual golf with other GOLF PLAYERS	<i>"Let's play golf on this GOLF COURSE with other GOLF PLAYERS!"</i>
T: tells pupils to come to the board and draw a figure of his/ her own golf player	<i>"Come to the board and draw a picture of your own GOLF PLAYER."</i>
Ps: draw their own figures	
T: than tells pupils that each GOLF PLAYER has different equipment	<i>"Each of these GOLF PLAYERS has different equipment."</i>
T: asks pupils to listen to his/ her orders and draw the amount of golf equipment next to his/ her player according to what they hear (e.g. Peter has 2 golf clubs, 1 bag, 5 tees, etc.)	<i>"Listen to my instructions and draw what you hear!"</i>
Ps: complete the task and draw what they hear	

Stage 5: Closing the lesson (greetings pupils), 1 minute

2.2 Observation No. 2

At the very beginning, pupils were asked to play a spelling game on the interactive whiteboard. The main reason of choosing this activity was to revise sport vocabulary, motivate pupils and find out whether some of them knew something about golf. During this stage, all pupils proved their interest in playing games and competing with each other by showing their excitement and verve with which they participated. The fact that this game and its rules were in principal very similar to their favourite game called hangman helped a lot. Pupils enjoyed this activity and despite playing a game, they did not even realize they learned as well. After this stage, I started presenting new vocabulary to pupils. I thought they would know very little about golf and therefore I decided to do quite familiar activity in which pupils were asked to put words into correct categories. Pupils worked far better than I expected, they were very active, helped each other and put all words into correct categories. While doing so, some of them attempted to pronounce new words. In spite of pronouncing some words incorrectly, I did not correct them personally but let them press the sound icon, which gave them immediate solution and showed them what they said wrongly. Doing this, pupils felt that they did not make such a mistake and that a teacher did not have any reason to correct them immediately by herself. Through deduction, it was not a difficult for them to divide golf vocabulary from rest of the words and so complete a task. Considering pupils operating the board, they did very well probably because they gained little bit of experience with working with the board in previous lesson. The more we were moving to the third stage, the more I realized how important was to keep pupils' motivation on a high level. This was the very first activity, in which pupils were supposed to create their own product according to give instructions. I did not want them to be scared and approach the board freely and without any worries. Therefore I kept talking about playing golf, showing some pictures of golf course and trying to pull them into the topic as much as possible. All pupils listened carefully and watched what was going to happen. I explain them briefly that they had to draw or add prepared pictures and make the golf course on the interactive whiteboard more alive but at the same time, follow my instructions. Looking at pupils, I was not sure how much they understood what I wanted from them, so I gave them one example and pupils very soon did not need my help. The whole activity went smoothly until the moment, when I found out, that I did not prepare enough instructions for all pupils to have a go on the interactive

whiteboard at least twice. This made me improvise little bit and ask pupils to stop adding new things on the golf course but take some of them away. Doing so they learned how to work with more interactive tools such as an eraser, backward function etc. At the end of this activity, pupils were making less and less mistakes and followed my instructions almost flawlessly. The fact that pupils wanted to continue through their break made me feel very happy and satisfied about the whole lesson and proved again that teaching new vocabulary on the interactive whiteboard supported by a carefully prepared lesson plan can be fun and support learning at the same time.

3 Activity plan No. 3

3.1 Teaching vocabulary using interactive whiteboard No. 3

Topic: Presenting and practicing new vocabulary – Free Time Activities

Course book reference: Project 3, Unit 2

Aim: to teach words and expressions used connected to free time activities
to build a solid core of vocabulary knowledge for further teaching a new grammar

Learning objectives:

- pupils will understand the meaning of new words
- pupils will be able to identify new words within context
- pupils will be able to pronounce and spell new words correctly

Materials: interactive whiteboard, student's books

Timing: 45 minutes

Level: beginners

Stage 1: Opening the lesson (greeting pupils, checking attendance), 2 minutes

Stage 2: Warm-up (speaking), 5 minutes

Aim:

- to elicit the topic Free Time Activities
- to find out how pupils and also a teacher spend their free time
- to motivate pupils for further activity

Stage 3: Vocabulary presentation (presenting new vocabulary through using an online dictionary), 10 minutes

Aim:

- to present new vocabulary → *canoeing, roller-blading, jogging, cooking, painting, wrestling, rope skipping, water-skiing*
- to help pupils become familiar with new vocabulary
- to teach pupils the meaning and the spelling of new words

Objective:

- pupils will be able to work with the online dictionary
- pupils will be able to find the meaning and the spelling of new words in the online dictionary correctly
- pupils will become familiar with new vocabulary
- pupils will be able to understand the meaning of new words and will become familiar with the spelling of all new words as well

Thesis focus:

In this part of the lesson, the interactive whiteboard is used for its feature of using the internet and other online sources such as an online dictionary. Pupils learn mainly a written form of new words and their meaning as they work with the dictionary actively and are involved in searching for a particular word – mainly its correct spelling and meaning. Therefore, they become much more responsible while getting a new knowledge by themselves and also practice a language skill (dictionary work) and a work skill (working with the internet, searching for the information). By seeing the phonetic record and listening to the sound of each word, pupils meet also the way new words are pronounced.

* It is necessary for a teacher to choose such an online dictionary for pupils to work with reliable information.

Table 7: Vocabulary presentation

<p>T: shows a slide with visual objects (animations) of free time activities (canoeing, roller-blading, cooking, jogging, painting, wrestling, rope skipping, water skiing)</p> <p>T: asks pupils to say/ describe what they see on the board</p> <p>Ps: can answer in Czech or in English</p> <p>T: elicits pupils' answers in their mother tongue (to make sure all pupils understand the meaning of all animations)</p> <p>T: asks pupils to use the online dictionary (Czech-English) through the interactive whiteboard (T: prepares a credible online source of the dictionary in advance)</p> <p>T: gives pupils instructions for using the dictionary correctly (pupils find English translations and hear a correct pronunciation of all words)</p> <p>Ps: translate all the words following the same instructions</p> <p>T: helps pupils with using the online dictionary</p> <p>T: asks pupils to write English expressions below each corresponding picture</p>	<p><i>"What can you see on the board? Can you tell me what those people are doing? Where are they? What are they wearing? etc."</i></p> <p>e.g. <i>"What about this picture?"</i> (T points at the animation of canoeing)</p> <p><i>"Yes, that is correct. On jede na kanoi."</i></p> <p>e.g. <i>"Anička, come to the board please, choose one of the FREE TIME ACTIVITIES and translate it into English. Use the online dictionary."</i></p> <p>e.g. <i>"Write the word in Czech into this table and then press the icon 'translate'. Press the sound icon next to English word. How do you pronounce it?"</i></p> <p><i>"Now, write your translation bellow the correct picture, please."</i></p>
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Stage 4: Vocabulary practice (practicing new vocabulary through playing interactive games – a crossword, an anagram), 12 minutes

Aim:

- to practice new vocabulary → *canoeing, roller-blading, jogging, cooking, painting, wrestling, rope skipping, water-skiing*

Objective:

- pupils will be able to recognize new words from their English descriptions through given clues
- pupils will be able to spell all new words correctly
- pupils will be able to play games and complete the tasks

Thesis focus:

Vocabulary practice on the interactive whiteboard is done through two interactive games, which motivate pupils, help pupils want to learn through fun practice, bring much more enjoyment into a lesson and primarily, seem to be far more meaningful for children rather than learning through a drill. Pupils touch and play with single letters and the whole words and get an immediate feedback about the correctness of their answers through the interactive whiteboard.

Table 8: Vocabulary practice

T: introduces an interactive game to pupils (an anagram)	<i>"Pupils, let's play a game called ANAGRAM. Does anybody know this game?"</i>
T: gives pupils the instructions how to play a game and complete a task successfully (pupils have to put all letters in the correct order to form a word)	<i>"The letters are in a wrong order. Put them into a correct order and make a word. "</i>
T: asks pupils one by one to come to the board and complete a word	e.g. <i>"René, come to the board, please. Move the letters by your finger and form a word."</i>
Ps: follow teacher's instructions and try to complete the task and form all the words	
T: introduces the second activity for practicing new words (an interactive crossword) on the board and ask pupils if they have ever solved a crossword (T: shows an empty crossword together with written clues in English for all the words)	<i>"Let's play another game. Have you ever solved a CROSSWORD? Can you do that?"</i>
T: calls pupils to come to the board and try to solve different parts of the crossword by writing a correct English word into a correct place by using pupils' finger or an interactive pen	<i>"Everybody, come to the board. Now, try to solve all parts of the CROSSWORD."</i> <i>"Use the clues on the right hand side and write in a correct word by your finger or an interactive pen. You can help each other with English spelling."</i>

Stage 5: Teaching new grammar (Like + ing), 15 minutes

Stage 6: Closing the lesson (greetings pupils), 1 minute

3.2 Observation No. 3

In the first stage, pupils were not very keen on speaking about themselves and sharing ways of spending their free time with me and the others. I let volunteers to talk and hoped that the rest of the class would join them later. Unfortunately, I was wrong in my expectations and when I saw that the rest of the class participated little bit or not at all, I started giving pupils questions. They still did not seem to cooperate and I knew I had to change this activity very quickly otherwise I would not have a chance to motivate

and prepare them for the following activity. For this reason, I told pupils to tell a lie or the truth about their free time and their class mates had to guess whether it was true or not. I started and said *"In my free time, I do fishing and bungee jumping."* Pupils laughed a lot and guessed that both activities were not true. Making fun of me eased the situation off and encouraged the whole class in participating much more. Pupils liked that their teacher was not as boring and serious as, according to pupils' opinion, teachers usually are and started coming out with their ideas. I was surprised how much vocabulary pupils knew. When I felt that pupils were motivated enough, I continued with the second activity, in which new words were going to be presented. Pupils were quite talkative while describing the pictures shown on the interactive whiteboard despite the fact they did not know English translations except of the word 'cooking'. Soon before the moment, when I wanted to ask pupils to translate all those words into English, one of the pupils asked me if I could tell them English words of free time activities presented on the board. I was glad he did it because his request indicated that he really wanted to learn new words. Therefore, he was the first one, who used the online dictionary (www.online-slovník.cz) to look up the first word. I knew from lessons of computer science that pupils were quite skilful at internet work and seeking for information however, I had to help them with finding the words in the online dictionary and inform them that there was not only the translation of each word but also other information such as its pronunciation and a word class. A huge problem appeared when a searched word was not included in the online dictionary. Pupils reacted negatively and let it put them off from searching for the word somewhere else. It was difficult for me to believe that such a trivial failure discouraged them from completing the task. Only some pupils kept working until they found all the words. Another problem was the fact that there were only eight words to be looked up while the number of pupils was nearly as twice as higher, which I did not think about while planning this lesson. Therefore, not all of them could get chance to translate at least one word and approach the interactive whiteboard. While some of pupils were working, the others sat behind their desks with the evidence of boredom and lack of discipline. Although this was an inevitable situation, it was very valuable for me, on the other hand. Thanks to experiencing that I realized that the interactive whiteboard cannot motivate pupils by itself without teachers' help and also that a more detailed planning of a lesson in advance was more than crucial. Due to the previous experience, I thought that the third stage of the lesson would not be very successful. To make pupils become more

responsible for their own learning, I divided them into two groups and announced a competition. This was extremely motivating to pupils. They wanted to win and took the whole task very seriously. Another aspect that helped to motivate pupils and made them participate was learning through a game. Pupils did quite well and also slower ones succeed. Then, solving a crossword was 'a piece of cake' as they exactly knew what to do. I decided to stand out of the group of pupils and observed them while working. The only moment I interrupted them was when the slower and quieter pupils appeared to be left out of the group and just watched what was going on. I explained pupils that it would be much better to make a queue and give a chance to everybody with the others helping if needed. After pupils solved the crossword, there was not enough time to start teaching new grammar as I planned, thus I kept asking pupils questions which contained a grammatical structure like + ing ("Do you like roller-blading? / Do you like cooking?/ Why do you like cooking? ") and left teaching it for the next lesson.

4 Activity plan No. 4

4.1 Teaching vocabulary using interactive whiteboard No. 4

Topic: Presenting and practicing new vocabulary - Films

Course book reference: Project 3, Unit 6

Aim: to teach pupils new vocabulary

to help pupils understand differences among different types of films

Learning objectives:

- pupils will be able to recognize new vocabulary from context
- pupils will be able to write new vocabulary correctly
- pupils will write a film chart about their favourite films
- pupils will know differences among different types of films

Materials: interactive whiteboard, student's books

Timing: 45 minutes

Level: beginners

Stage 1: Opening the lesson (greeting pupils, checking attendance), 2 minutes

Stage 2: Warm-up (speaking, describing pictures of famous people), 5 minutes

Aim:

- to elicit the topic Films
- to give descriptions of famous people (actors and actresses)
- to motivate and prepare pupils for following activities

Stage 3: Vocabulary presentation (presenting new vocabulary through a visual, a verbal and an audio technique), 10 minutes

Aim:

- to present new vocabulary → *a thriller, a war film, a cartoon, a horror film, an adventure film, a romantic comedy, a musical, a science fiction film*
- to help pupils become familiar with new vocabulary
- to teach pupils the meaning of new vocabulary
- to help pupils make associations with new vocabulary

Objective:

- pupils will become familiar with new vocabulary
- pupils will be able to recognize the meaning of a new vocabulary
- pupils will be able to infer new vocabulary from watching video spots

Thesis focus:

In this part of the lesson, the interactive whiteboard transmits the meaning of new words by playing video spots. Thus, pupils can see authentic materials, which is very difficult to find in a course book or present on an ordinary board. To confirm that all pupils know the exact meaning of new vocabulary and that not only visual but also tactile, audio and kinaesthetic learners are involved, the interactive game - a multiple choice - is provided. This helps pupils make associations between new words and their meanings, written forms and pronunciation and store them into their memory through having an experience while watching each video spot. Again, pupils get an immediate feedback while choosing a correct/ an incorrect answer during a game.

Table 9: Vocabulary presentation

<p>T: plays several video spots of different kinds of films (<i>a thriller, a war film, a cartoon, a horror film, an adventure film, a romantic comedy, a musical, a science fiction film</i>) on the interactive whiteboard and asks Ps to watch carefully</p> <p>Ps: watch the video spots</p>	<p><i>"Now, you will see some video spots. Watch them carefully!"</i></p>
<p>T: then asks Ps if they know these films, if they have ever seen them etc.</p> <p>Ps: answer</p>	<p><i>"Do you know these films?/ Who acts in these films?...etc."</i></p>
<p>T: shows picture icons taken out from each video spots</p> <p>T: presents a short quiz to Ps next to the picture icons (answers A)...., B)...., C)....)</p>	<p><i>"Look at this quiz. Do you think you can do it?"</i></p>
<p>T: explains Ps what to do with the quiz (Pupils have to look at each picture and circle one of the three answers e.g. A) a horror film, B) a war film, C) a musical. Once they circle one answer, they get a feedback on the interactive whiteboard through signs ✕✓next to their answer.)</p>	<p><i>"Look at these pictures and guess what answer is correct. Then, circle one of the three answers and see whether you were right."</i></p>
<p>T: repeats the quiz one more time with Ps but mixes up the order and choice of answers</p>	<p><i>"I want to see how much you remember. Let's do the quiz again. Be careful about the answers. They are different this time."</i></p>

Stage 4: Vocabulary practice (practicing new vocabulary through spelling and identifying), 15 minutes

Aim:

- to practice new vocabulary → *a thriller, a war film, a cartoon, a horror film, an adventure film, a romantic comedy, a musical, a science fiction film*

Objective:

- pupils will be able to recognize and write new vocabulary from looking at picture icons
- pupils will be able to spell new vocabulary correctly
- pupils will write Czech or English titles of different types of films (e.g. a science fiction = STAR WARS etc.)

Thesis focus:

The interactive whiteboard provides pupils with the opportunity to practice mainly the meaning and spelling of new words by exploring hidden picture icons, writing in missing letter and matching visuals with their corresponding written forms. In this case, pupils benefit from working on the interactive whiteboard by deepening their vocabulary knowledge while exploring covered objects and completing a task by writing in corresponding letters. This way of learning is very motivating but also helps pupils to personalize new knowledge and so store it deeper in their memory.

Table 10: Vocabulary practice

<p>T: shows an empty slide to Ps and tell them that there might be something hidden on it</p> <p>T: touches the board and slowly uncovers a part of a hidden picture icon (* in advance, T covers picture icons of different types of films used in the previous activity and remembers where they are placed on the interactive whiteboard)</p> <p>Ps: one by one approach the board and uncover picture icons</p> <p>T: once all eight picture icons are uncovered, T uncovers new vocabulary with missing letters and asks Ps to fill in the missing letters into each word and assign it with the corresponding picture icon (* while giving instructions, T mimes and shows by hand what to do in each step of doing the task)</p>	<p><i>“Look at the board! It is empty. Do you think you could find something on it? Come to the board and help me.”</i></p> <p><i>“We can see pictures of different films. But what about these words?”</i></p> <p>e.g. <i>“Leona, come to the board, complete the first word and assign it with the corresponding picture, please.”</i></p>
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Stage 5: Writing (completing a film chart), 12 minutes

Stage 6: Closing the lesson (greetings pupils), 1 minute

4.2 Observation No. 4

At the beginning of the lesson, I started with quite interesting and educational game called 'Who am I?'. I thought that pupils would very quickly show their interest and that it would not be any problem to motivate them. I intentionally chose photographs of two famous people because I wanted pupils to finish this task with no difficulties. Before I presented the first picture on the interactive whiteboard, I called one volunteer to sit in front of the board without knowing what a name of the famous person was. This volunteer had to give other pupils questions and find out the name as quickly as possible. A task for the rest of the class was to answer those given questions. Unfortunately, some of the pupils did not respect rules of the game and instead of answering the questions they tried to prompt a pupil facing them in Czech. Their behaviour spoilt the whole game and also made their classmates angry. I was unhappy too but on the other hand, I realized that this situation was partly my fault. I should have assured myself that all pupils would follow the rules of the game. Despite that, I asked pupils to have another go and guess the second famous person. This time, everything went well, pupils worked hard and were giving curious but interesting questions. However, the unsuccessful beginning of the lesson had a further impact on the second stage as pupils kept finding fault with those who broke the rules of their game. To relieve already tight situation it was better to tell pupils with a very radical voice that the game was over and there was much more things to do. As it partly helped, I moved to the next stage of the lesson and played eight video spots (in English with no Czech subtitles) to pupils. After every spot, I briefly talked with pupils about each film and tried to find out if somebody knew their titles. Pupils were less or more familiar with them so this task did not bring any difficulties. The only thing I had to explain was the fact that a type of the film was not the same as its name. Pupils were able to elicit types of all eight films in their native language, which was very helpful later, when I presented new vocabulary. In the second stage when I presented a quiz to pupils, their bad mood from the first stage soon disappeared. Although this kind of interactive activity was unknown to them, they all very familiar with its variation used in tests. All pupils had several goes while approaching the board and towards the end of the activity,

only some of them kept making mistakes but only with certain words. As this stage focused on presenting vocabulary, I did not intervene and let the interactive whiteboard give a feedback to pupils. As the matter of fact, I rather observed pupils making first associations with new vocabulary and getting familiar with it. In the third stage, pupils got to know new words and could be involved in the following activity, in which there were much more tasks to do to complete the whole exercise. Thus, I carefully explained pupils how to proceed and practice new words properly and as much as possible. Because I did not want to repeat the same situation from the first stage, I repeated my instructions and made sure all pupils listened to me and understood. As pupils approached the interactive whiteboard they occasionally asked me for help with operating some interactive tools such as uncovering objects by giving me an enquiring look. For this reason I changed from an observer to a participator and a monitor and the same time. We had to repeat the same activity one more time to give a chance to all pupils who wanted to try the activity. Unfortunately, as I thought this activity would go smoothly, I was more than wrong. Pupils who were working with the interactive whiteboard and some of them sitting behind their desks paid attention but at the same time, there were those who filled waiting for their turn by messing around. They started chatting behind my back, which led to an extreme chaos and lack of discipline in the class. From this situation I learned that the interactive whiteboard could not accommodate all pupils in the class at a time and that there was a need for any kind of additional activity e.g. worksheets that would keep others occupied and also would be more meaningful in terms of a learning process.

5 Activity plan No. 5

5.1 Teaching vocabulary using interactive whiteboard No. 5

Topic: Presenting and practicing new vocabulary – Means of Transport

Course book reference: Project 3, Unit 3

Aim: to teach vocabulary of transport

Learning objectives:

- pupils will be able to recognize vocabulary of different means of transport
- pupils will be able to pronounce new vocabulary properly
- pupils will be able to talk about their most and the least favourite means of transport
- pupils will be able to ask their classmates about different means of transport and fill in a questionnaire

Materials: interactive whiteboard, a questionnaire

Timing: 45 minutes

Level: beginners

Stage 1: Opening the lesson (greeting pupils, checking attendance), 2 minutes

Stage 2: Warm-up (listening sounds, speaking about different means of transport, creating a mind map), 10 minutes

Aim:

- to elicit the topic Means of Transport
- to revise already known vocabulary → e.g. *a car, a train, a bicycle, a bus* etc.
- to motivate pupils
- to find similarities and differences among different means of transport

Stage 3: Vocabulary presentation (presenting new vocabulary through a visual and a verbal technique), 8 minute

Aim:

- to present new vocabulary → *a scooter, a boat, a van, a carriage, a tram, a helicopter*
- to help pupils become familiar with new vocabulary
- to teach pupils the meaning of new vocabulary

Objective:

- pupils will be able to recognize the meaning of a new vocabulary
- pupils will be able to match the words with a corresponding written form (in English)
- pupils will become familiar with new vocabulary
- pupils will meet written form and also pronunciation of each new word

Thesis focus:

In this case, the main benefit of the interactive whiteboard is the fact that it provides stimuli for all senses at the same time. Pupils can see the meaning of new words transmitted by visuals as well as they have a chance to grasp correct spelling and pronunciation by looking at written forms of new words and listening to the sounds provided by sound icons. Pupils also benefit from an active work with all the elements – the sound, the pictures and the written words on the board as they put these three elements together by moving and dragging functions.

<p>T: first shows six pictures of new vocabulary (a scooter, a boat, a van, a carriage, a tram, a helicopter) one by one and asks Ps if they are familiar with such means of transport</p> <p>Ps: answer</p> <p>T: then writes/ presents corresponding written form (in English) underneath of each picture (by using the interactive pen)</p> <p>T: points at each picture and presses a sound icon so pupils can hear its pronunciation</p> <p>T: mixes up all the words, the sound icons and the pictures together (by dragging the words and matching them with wrong pictures) and asks Ps to come to the board and help her/him to put them back into the correct order (by dragging and moving objects or listening to the sounds of new words)</p> <p>T+Ps: put the words underneath their corresponding pictures (in the first turn, T helps Ps but then leaves Ps to do it by themselves independently on her/him)</p> <p>* to make Ps speak more, T can ask some questions about the particular means of transport</p>	<p><i>“Pupils, look at these pictures. Do you know these means of transport?”</i></p> <p><i>“All the words are mixed up. Can you help me to put them in order again?”</i></p>
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Aim:

- 83-

Objective:

- pupils will be able to recognize the meaning of new vocabulary from its written and visual form

Thesis focus:

The interactive whiteboard is used for practicing the meaning and the spelling of new vocabulary through an interactive game. The main benefit of using the interactive whiteboard is, in this case, the fact that all pupils actively gain and practice new knowledge without knowing and realizing that but also by getting an immediate feedback and having a chance to correct themselves. Furthermore, the interactive whiteboard and the interactive game raise pupils' motivation and therefore help them succeed in a learning process.

Table 12: Vocabulary practice

<p>T: introduces a game on the interactive whiteboard by showing 24 cards (12 cards with pictures of means of transport and 12 cards with corresponding English words all facing down) on the board and asks Ps if they know what game they will play</p> <p>Ps: answer</p> <p>T: divides Ps into two teams A and B according to a colour of paper they choose from an envelope and asks both teams to come to the board</p> <p>Ps: form two teams and approach the interactive whiteboard</p> <p>T: makes sure Ps know how to play the game and gives them instructions</p> <p>T: observes Ps and makes sure they follow her/ his instructions</p> <p>T: repeats the game one more time but with cards in different order</p>	<p><i>“Do you know what game you are going to play now?”</i></p> <p><i>“You will play in two teams. Choose one piece of paper from the envelope.”</i></p> <p><i>“Show me your papers. Team A is a blue team and team B has a red colour. Come to the board, please and stay in a row.”</i></p> <p><i>“Try to find as many pairs as possible. One pair means one card with a pictures and one card with English word. If you find a pair, you get a point. When you turn a card, say loudly what is on it. After your turn, change for the person standing behind you! Listen! You have only one turn at the time!”</i></p>
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Stage 5: Speaking (filling in questionnaires), 8 minutes

Stage 6: Closing the lesson: (greeting pupils), 1 minute

5.2 Observation No. 5

Before I started presenting new vocabulary to pupils, I motivated them by playing sounds of different means of transport on the interactive whiteboard. The main intention of this was to help pupils realize what topic we were going to talk about. Furthermore, I wanted pupils to find out how many and what means of transport they heard. No sooner than pupils heard the first sounds, they already started saying different means of transport and very quickly guessed the main topic of the lesson. This short and simple activity was very tightly connected with the following one, in which pupils wrote their ideas on a mind map displayed on the interactive whiteboard. First, they used the basic means of transport, which were elicited at the very beginning and then, some of pupils added more transport vocabulary into the mind map. Although they made some mistakes in spelling, I did not correct them as it would discourage their motivation. The first benefit of this activity was the fact that all faster and slower pupils had a chance to contribute with vocabulary ideas they had and nobody was left with feeling unsuccessful. Also, such an activity on the interactive whiteboard helped pupils to experience and get familiar with new topic by hearing and recognizing the sounds of different means of transport, writing words on the board and storing them deeper into pupils minds. Thus, all pupils of different learning styles were addressed and motivated enough for the third stage. In this stage, new words were presented to pupils on the interactive whiteboard through visuals. I presented six pictures of new vocabulary on the interactive whiteboard and wrote corresponding words underneath them. Pupils could grasp the exact meaning of new vocabulary in a simple and a quick way. Then, I mixed up words and pictures together and purposely made some mistakes and matched some pictures with un-corresponding words. I pretended that I needed help from pupils and asked them to help me to correct it. Pupils liked the idea of correcting their teacher and keenly helped me to match the words with correct pictures. Some of them started moving objects on the board without saying anything and were quiet. I appreciated that I could not hear Czech language but on the other hand, I needed pupils to start using new words. Therefore, I started asking pupils questions such as “Is this correct? Is this really a scooter?/ What about this, do you think it is a yacht?/ Where is a helicopter?

Where can you use a helicopter?/ What is your favourite means of transport from these?/ What is your least favourite means of transport from these? etc.” and wanted them to answer in complete sentences. This was the way how they would say and use the new words actively. The next stage was focused on practicing new vocabulary on the interactive whiteboard through games called Pairs. On one half of the cards, there were pictures of means of transport and the second half of the cards was covered with corresponding words written in English. This activity would be very easy in case pupils would play the game with only twelve cards (six pairs). Therefore, I showed them twice as more cards with some means of transport and their corresponding English vocabulary that we evaluated in the first two stages. During the activity, pupils were divided into two teams competing with each other and every individual from both teams had his or her own turn several times. To practice new vocabulary properly, I repeated it once more with different order of all cards. Pupils enjoyed the activity because they liked playing games and competing but also because of trying to become winners. From a language point of view, the main benefits of this activity were the facts that pupils through the interactive whiteboard worked with the words very actively and that those who were uncovering the cards and operating the board at the time were not the only ones who learned something. Although pupils, who were waiting for their turn, knew exactly what was going on and therefore had an opportunity to practice new vocabulary, too. In my opinion, the interactive whiteboard offered pupils to use its different features such as listening to different sounds and primarily, gaining experience from learning. Next point is, that through playing a game pupils became much more responsible for their own learning, which was visible on way they behaved during the whole activity. After we finished, I started the last stage of the lesson in which pupils were asked to briefly describe why they would or would not use all six means of transport about which we talked. Unfortunately, because I did not watch time carefully, we did not manage to finish the last activity. A ringing bell announcing the end of the lesson forced me to finish it so I decided to continue with writing activity in the following lesson and use it also as a vocabulary revision.

6 Evaluation of the project

Evaluation of the project was done by several means such as teacher's observations and reflections acquired in each interactive lesson, evaluations of pupils' outcomes achieved in vocabulary tests taken during the project and finally, a comparison of pupils' outcomes achieved in vocabulary tests taken before and during the project.

The observations and reflections from all five interactive lessons showed that although pupils were motivated during the interactive activities more than they usually were while learning new words in ordinary lessons without using the interactive whiteboard, their level of motivation slightly kept decreasing. This is supported by the fact that sometimes, behavioural problems had to be solved by the teacher and therefore proves that the interactive whiteboard is not so strongly motivating to keep pupils heads up and is not such as a 'kid magnet' as Mary Ann Bell and H. Douglas Brown explain. As for the interactivity itself, the interactive board provided lots of interesting tasks and activities which definitely helped pupils of all learning styles while learning new words. On the other hand, not all of these activities, although they were prepared regarding to the basic methodological principles, gave pupils an immediate feedback and therefore led to lack of their motivation and understanding. In such situations, it was the teacher not the board, who had to take hold of his/ her role of an educator and a facilitator. Considering that these inevitable situations happen from time to time in every lesson, pupils liked approaching and working with the board quite independently only with a little help from the teacher. Also, pupils of different learning styles had chances to learn new vocabulary by acquiring new knowledge through senses on which they relied the most in majority of the interactive activities. Such an advantage of integrating more senses during a learning process helped pupils to complete the tasks as they could hear, see, touch and generally, experience it.

Next means by which the project was evaluated represented evaluations of pupils' outcomes achieved in vocabulary tests taken during the project. As mentioned in the preceding chapter, all five vocabulary tests were designed according to the way new words were presented and practiced and also with regard to the mostly used sense of learning. They also focused on different vocabulary features, which primarily were the meaning and the form. Pupils' outcomes were then noted down and subsequently

prepared for the final method of the project evaluation – the comparison of pupils' outcomes from vocabulary tests taken before and during the project.

To find out whether the project thesis was or was not proved, a group of sixteen pupils were tested. All sixteen pupils took five different vocabulary tests before and five different tests during the project. Each test taken before the project contained eight different words which pupils learned in lessons without using the interactive whiteboard and was based on an ordinary translation from Czech into English language. While the original tests were very monotonous and based on translation, the tests taken during the project contained heterogeneous tasks such as translation from Czech into English/ from English into Czech, listening, mistake correction, gap filling and picture-word matching. The maximum points achievable in each test were eight which means one hundred and twenty-eight points per a group of sixteen pupils. Results from all ten are showed in the table below.

Table 13: Comparison of pupils' results from vocabulary tests taken before and during the project

Test No.:	Amounts of points achieved by 16 pupils in vocabulary tests taken before the project / Total amounts of points achievable by 16 pupils in each test	Amount of points achieved by 16 pupils in vocabulary tests taken during the project / Total amount of points achievable by 16 pupils in each test
1	87 / 128	93 / 128
2	63 / 128	72 / 128
3	56 / 128	63 / 128
4	69 / 128	76 / 128
5	66 / 128	70 / 128
Total amount of points from all 5 vocabulary tests/ Total amount of points achievable in all 5 vocabulary tests	341 / 640	374 / 640
Percentage rage	53.3 %	58.5 %

From the tests results in this table, it is visible that although pupils achieved more points in tests taken during the project, the increase of points (5.2 %) was not high enough to prove the project thesis.

G SUMMARY

The main aim of the project was to prove the thesis of my diploma work saying that providing that the basic methodological principles are followed, the interactive whiteboard can become a very valuable educational tool for teaching English vocabulary in heterogeneous classes at lower secondary school and thus help pupils to deepen their knowledge more efficiently with regard to their better outcomes..

Based on the evaluation of the project done by monitoring pupils during interactive activities and follow-up observations of all 5 lessons as well as on comparing pupils' grades achieved in vocabulary tests taken before and during the project, the thesis was not verified. Despite of benefits provided by the interactive whiteboard, it proved that although planning of the lessons and interactive activities as well as classroom organization were not underestimated, it still was not enough in terms of the results of a learning process being showed by pupils' outcomes which were not as satisfying as expected.

Some features of the interactive whiteboard are so beneficial that should not be ignored. For instance, the option of storing all materials in the computer or on other memory device and reusing them when needed banishes the necessity of constant preparing of teaching aids and creating new activities. The feature of using already created software that, nowadays, becomes a part of course books and is equivalent to their content presents another big advantage which, as in the first case, plays an important role in saving a time. Regarding to benefits of the interactive whiteboard, another, also proved advantage of this tool is its ability to be connected to other multimedia devices. Looking at it from such an angle, pupils relaying on different learning styles can be all easily accommodated by a variety of visuals, sounds, animations or texts, at the same time. Connecting to such devices brings other advantages such as using authentic materials, online activities and tools from the Internet.

However, some of the benefits reminded in previous chapter were not proved and thus contributed to the thesis disapproval. In the literature, there are claims that the interactive whiteboard is a "kid magnet" mainly because of its motivating factor and interactivity. The truth is that although pupils liked approaching the board during all interactive activities, the more familiar they become with the board the more their motivation decreased as the original "wow effect" was slowly disappearing. Sometimes,

the interactive whiteboard seemed to be more disturbing than motivating for pupils. Their attention was stolen by lots of colours, moving visuals or sounds and therefore it was extremely hard to change their interest and lead it towards the educational point of such elements. For pupils, they could hardly concentrate on managing a task and rather than on its completion, they were overwhelmed with observing objects on the screen and, again, did not learn new words to such an extent.

Unfortunately, the feature of interactivity was not visible enough. The main reason of this was caused by the fact that there can be no more than one person using the board actively at a time, which is not, in my opinion, interactive enough. Because of that, there were also moments when a certain type of learners did not have a chance to learn by using a sense on which they rely the most while learning as somebody else operated the board and “stole” a task most suitable for them.

As for pupils’ vocabulary knowledge, its improvement was not so visible because their results from vocabulary tests taken before the project were only slightly worse than those acquired from tests taken during the project. Although this research would definitely require more time, it is already clear that the contribution of the interactive whiteboard is not so significant and therefore does not vindicate its superior position in a learning process.

My opinion on the interactive whiteboard and its usage in education noticeably changed after this project. At the beginning, I was full of expectations and utterly believed that the interactive whiteboard is one of the best innovations used for educational purposes and which would, in principle, notably influence the ways of teaching and learning. Focusing on the benefits announced in literature convinced me of its privilege position among all other educational tools and aids. This belief made me wonder why, when the interactive whiteboard is presented as an outstanding element, is not integrated into lessons by teachers more often. I could not see the point of not using such a board and therefore thought of finding its solution as highly challenging. The more I worked with the board, the more I realized that it has, except its advantages, also some considerable disadvantages and that it is not so much “user friendly” and easily manageable. I slowly started changing my point of view on the interactive whiteboard and realized that, although it is considered as the educational innovation of the 21st century also in Czech schools, it is still no more than a teaching tool which can hardly replace a human element in the class.

In conclusion, the hypothesis of the project was not proved for several reasons mentioned above and means that the interactive whiteboard and its advantages definitely bring some interesting enhancement into teaching and learning process and can be effective but only if the board serves as an additional educational element used occasionally and not as a key feature on which the whole lesson would depend. The interactive whiteboard itself does not have the ability to raise pupils' outcomes more than any other tool and therefore cannot entirely overtake other aids such as an ordinary board, flashcards, board games, worksheets, TV or CD player.

RESOURCES

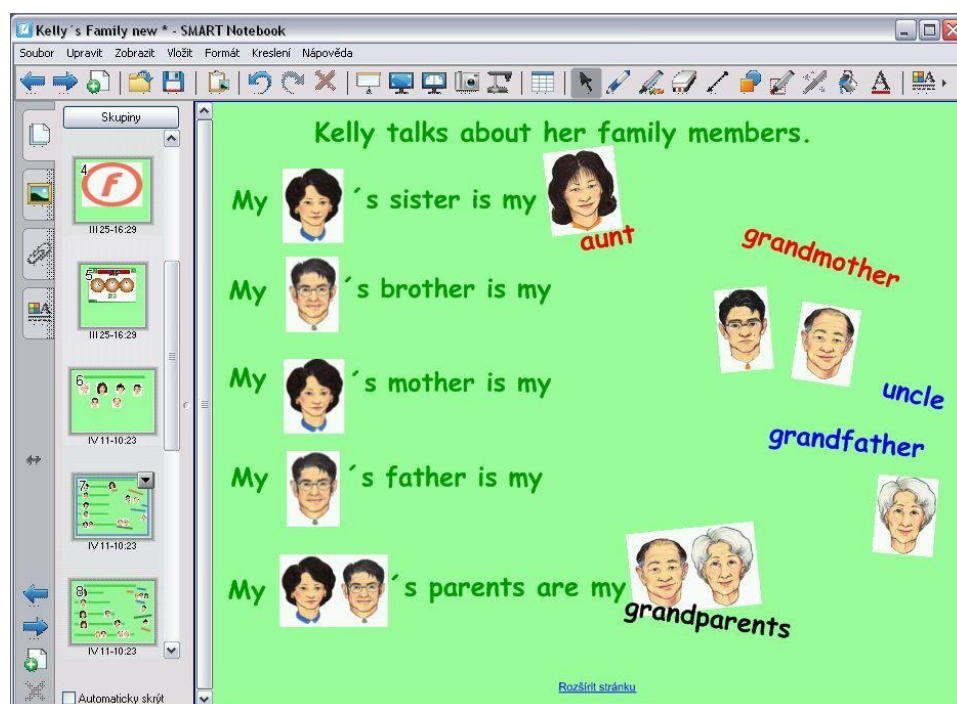
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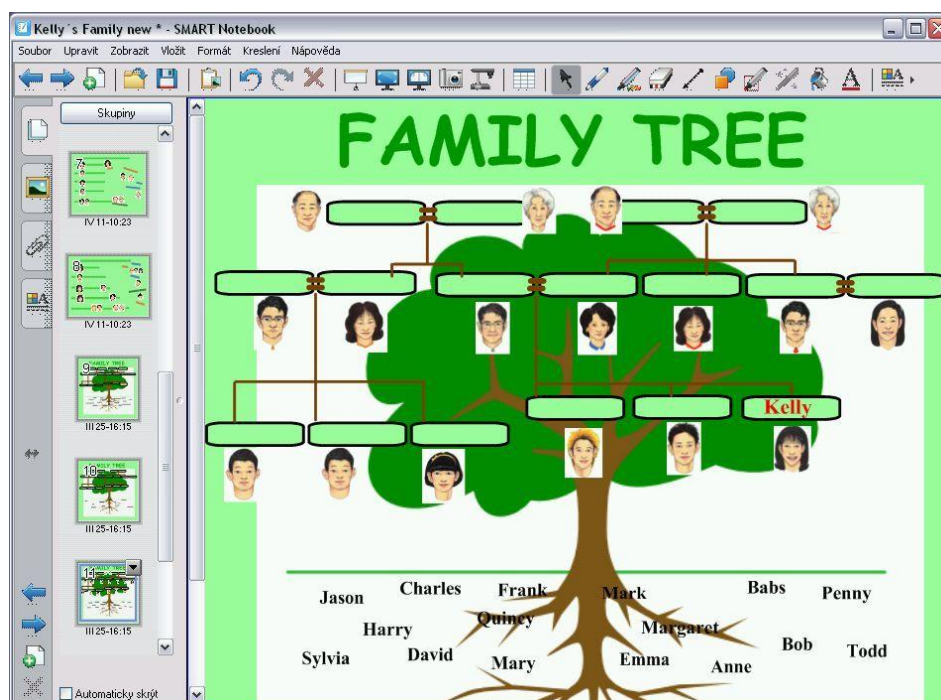
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APPENDICES

Appendix 1: Family – an example of the interactive activity



Appendix 2: Family – an example of the interactive activity



Appendix 3: Family – a blank test

Name:

Translate from English to Czech.

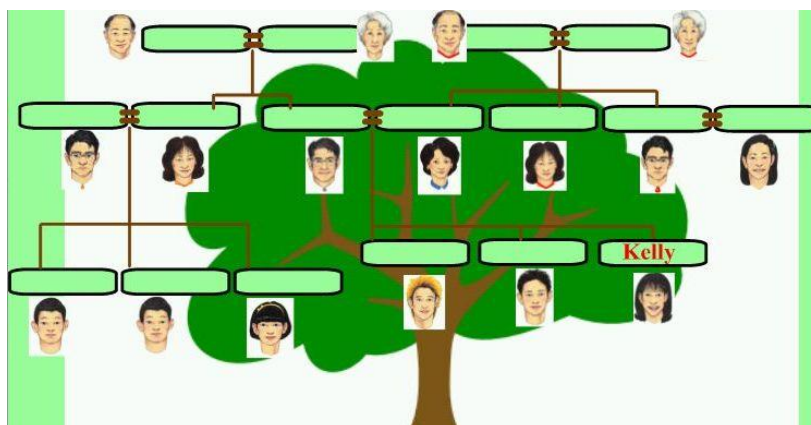
1. a nephew -
2. a cousin -
3. a grandfather -
4. a mother -

Class:

Points / Grade

Translate from Czech to English.

5. strýc -
6. teta -
7. neteř -
8. babička -



Appendix 4: Family – a filled in and graded test

Name: *Kingston H.*

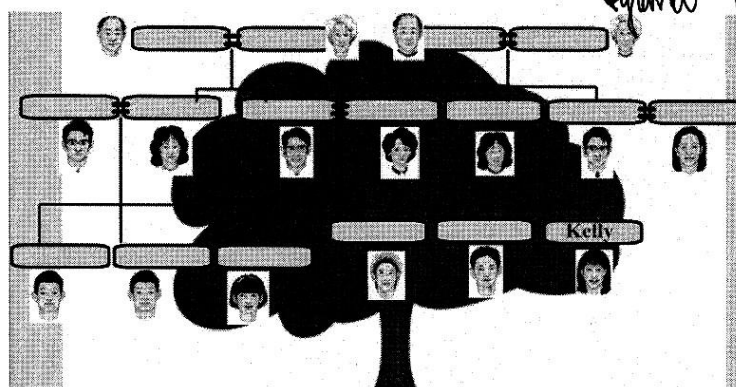
Translate from English to Czech.

1. a nephew - *bratranec* X *synovec* ✓
2. a cousin - *sešvůnec* ✓
3. a grandfather - *dida* ✓
4. a mother - *máma* ✓

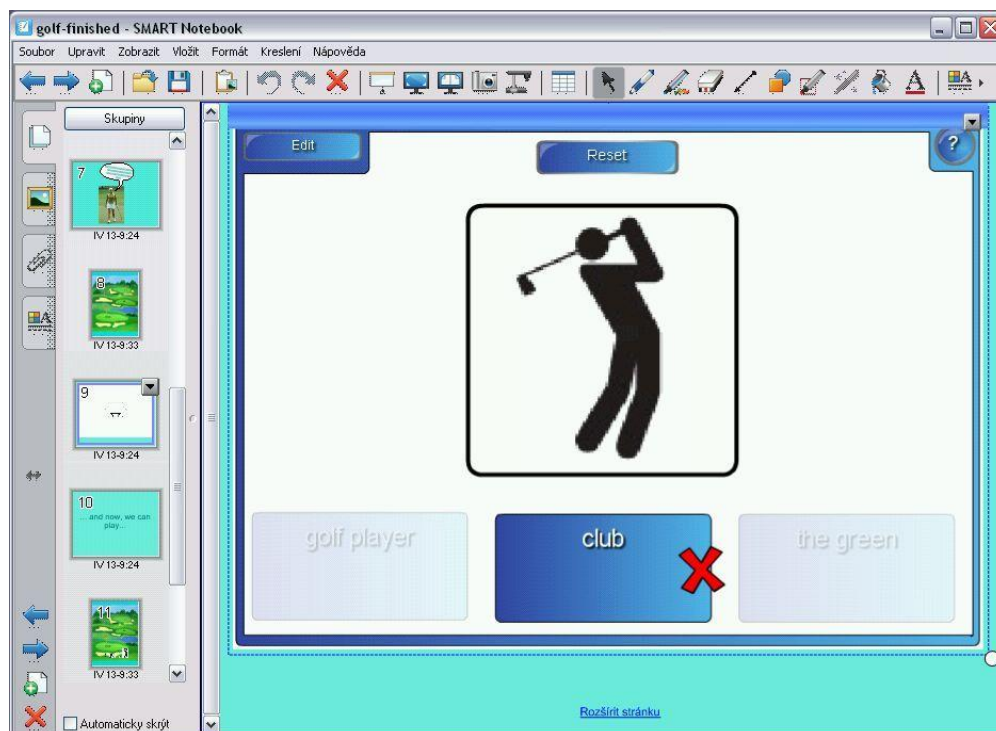
Class: *7A* Points *6* Grade *2*

Translate from Czech to English.

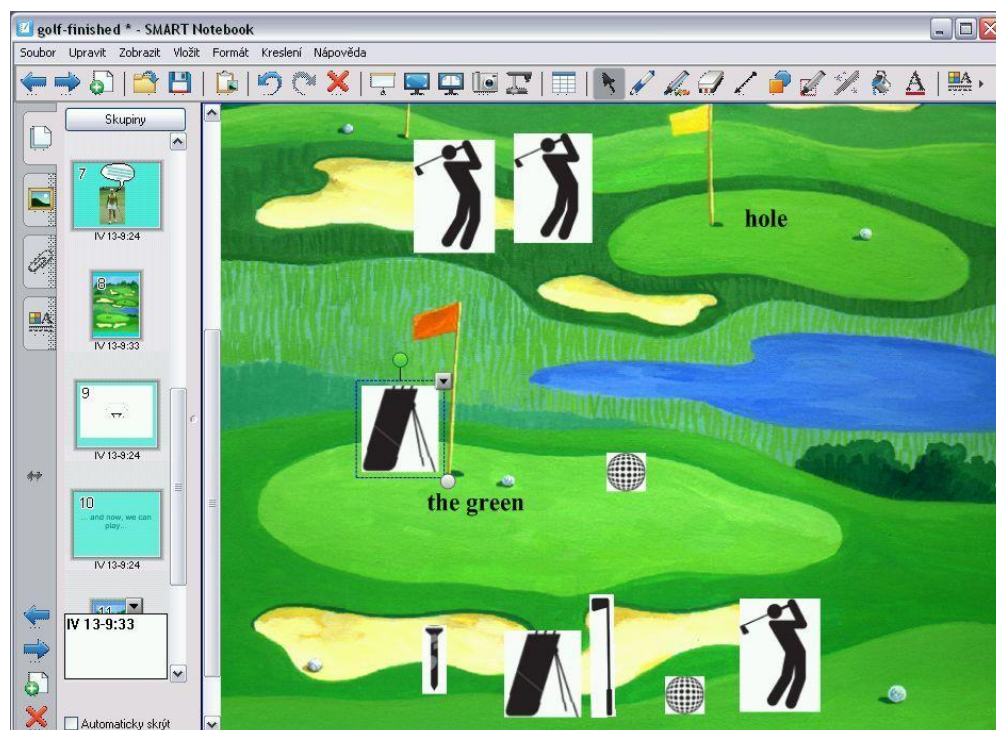
5. strýc - *uncle* ✓
6. teta - *aunt* ✓
7. neteř - *granddaughter* X *niece* ✓
8. babička - *grandmother* ✓



Appendix 5: My Sport (Golf) – an example of the interactive activity



Appendix 6: My Sport (Golf) – an example of the interactive activity



Appendix 7: My Sport (Golf) – a blank test

Name:

Class:

Points / Grade

Listen and circle.



1.



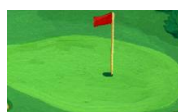
5.



2.



6.



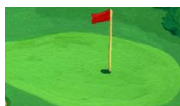
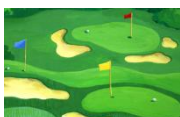
3.



7.



4.



8.

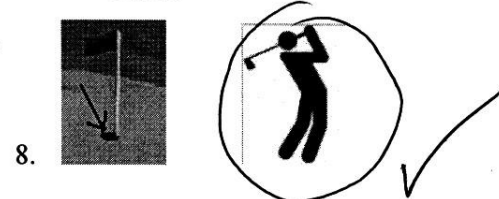
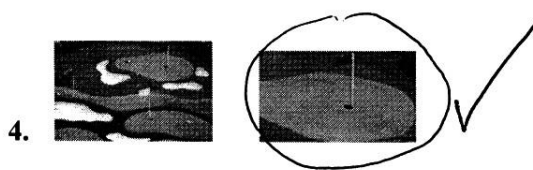
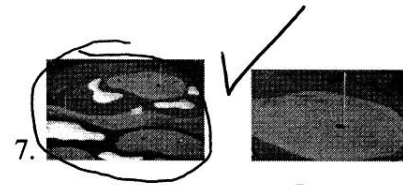
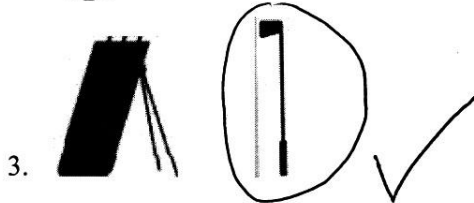
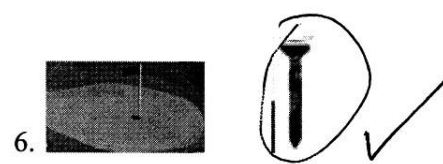
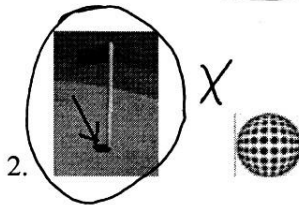
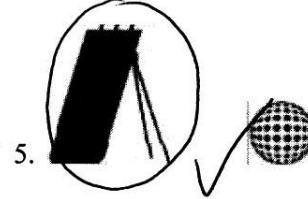
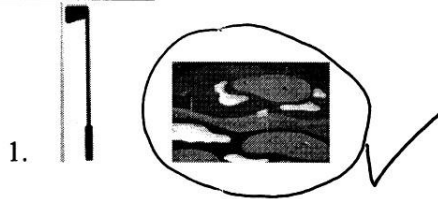


Appendix 8: My Sport (Golf) – a filled in and graded test

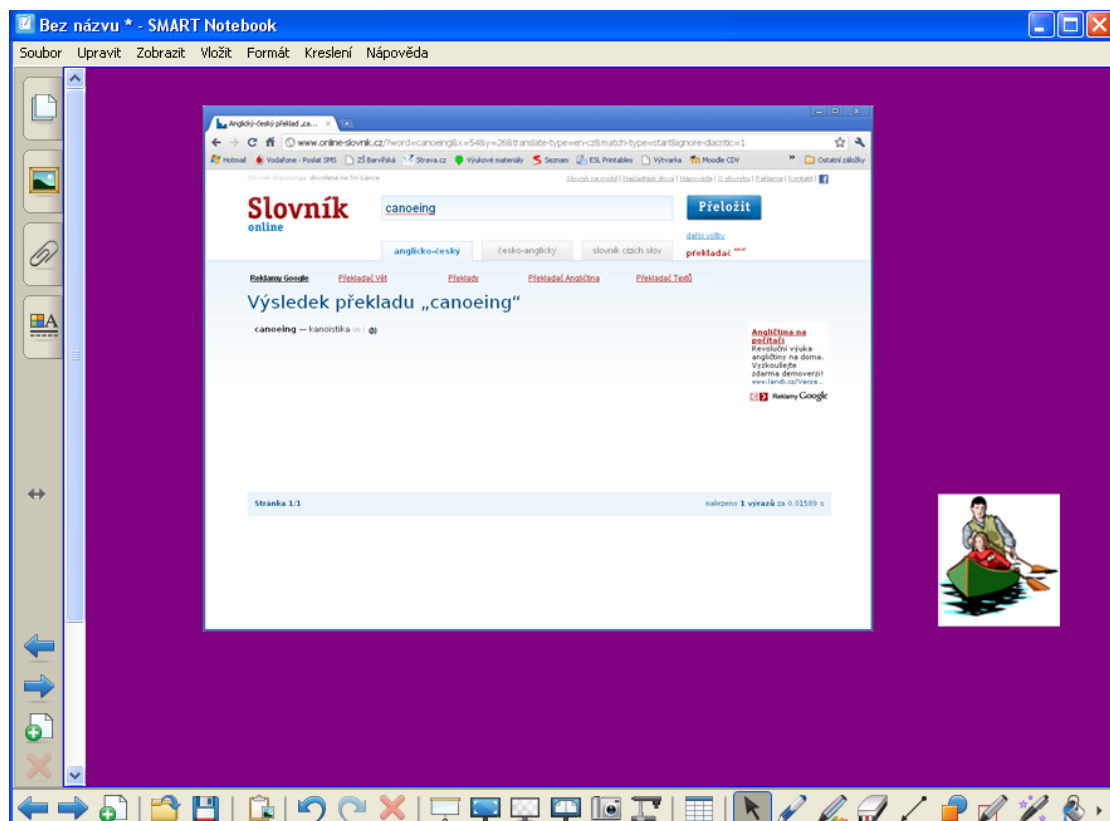
Name: *Lukas D*

Class: *7A* Points *7* Grade *13*

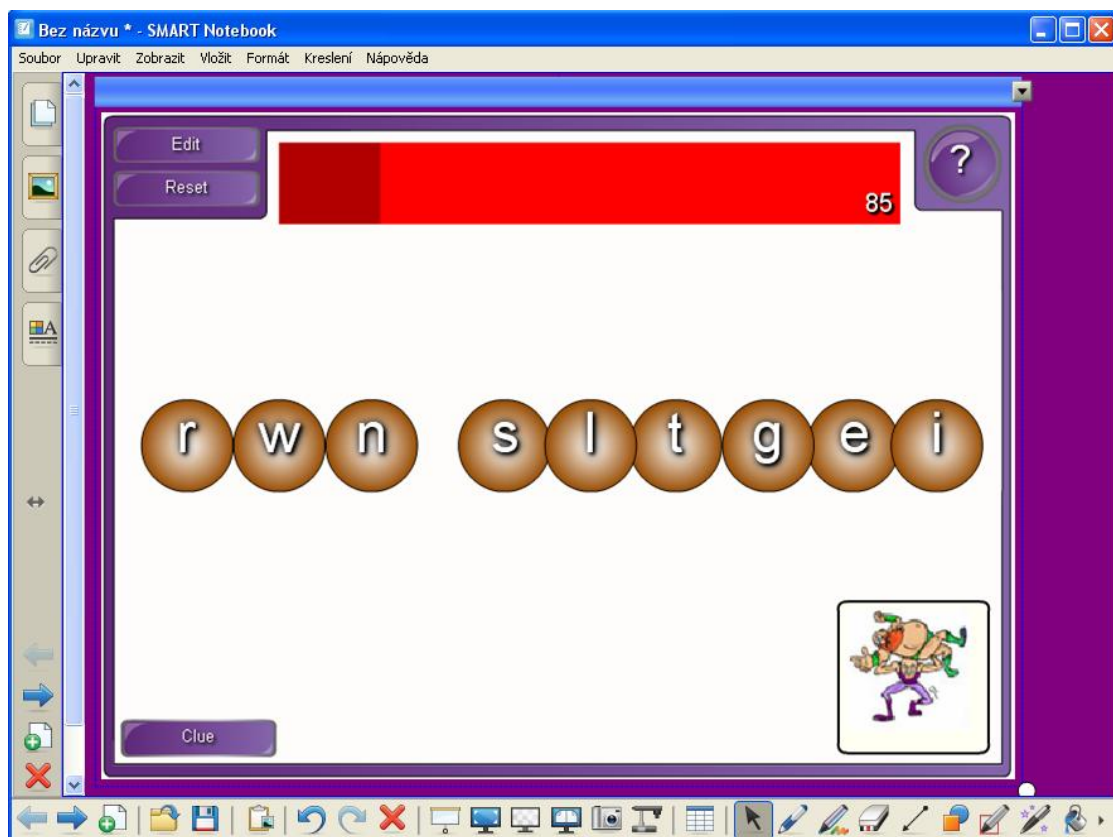
Listen and circle.



Appendix 9: Free Time Activities – an example of the interactive activity



Appendix 10: Free Time Activities – an example of the interactive activity



Appendix 11: Free Time Activities – a blank test

Name:

Class:

Points /Grade

Match the pictures and the words.

1.roller-blading

2.canoeing

3.wrestling

4.painting

5.jogging

6.water-skiing

7.rope skipping

8.cooking



A



B



C



D



E



F



G



H

Appendix 12: Free Time Activities – a filled in and graded test

Name: *Lukas D*

Class: *7.A*

Points *8* Grade *1*

Match the pictures and the letters.

1. roller-blading ✓

C

2. canoeing ✓

F

3. wrestling ✓

E

4. painting ✓

G

5. jogging ✓

D

6. water-skiing ✓

H

7. rope skipping ✓

A

8. cooking ✓

B



A



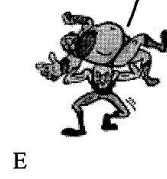
B



C



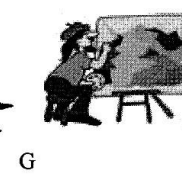
D



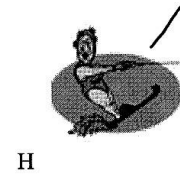
E



F

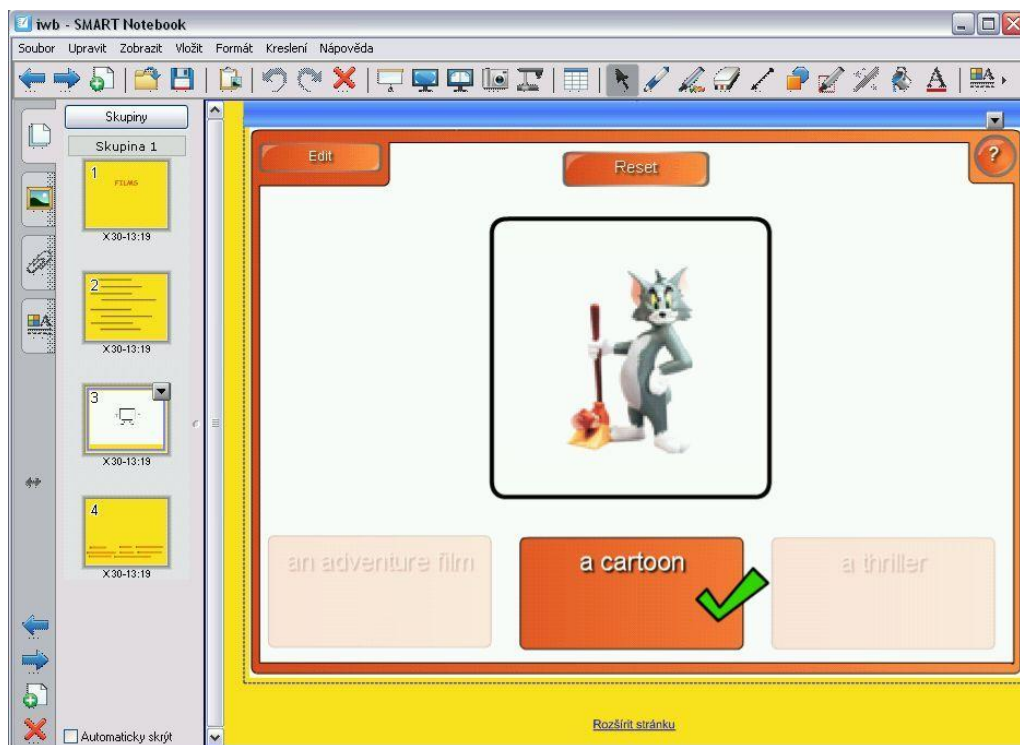


G

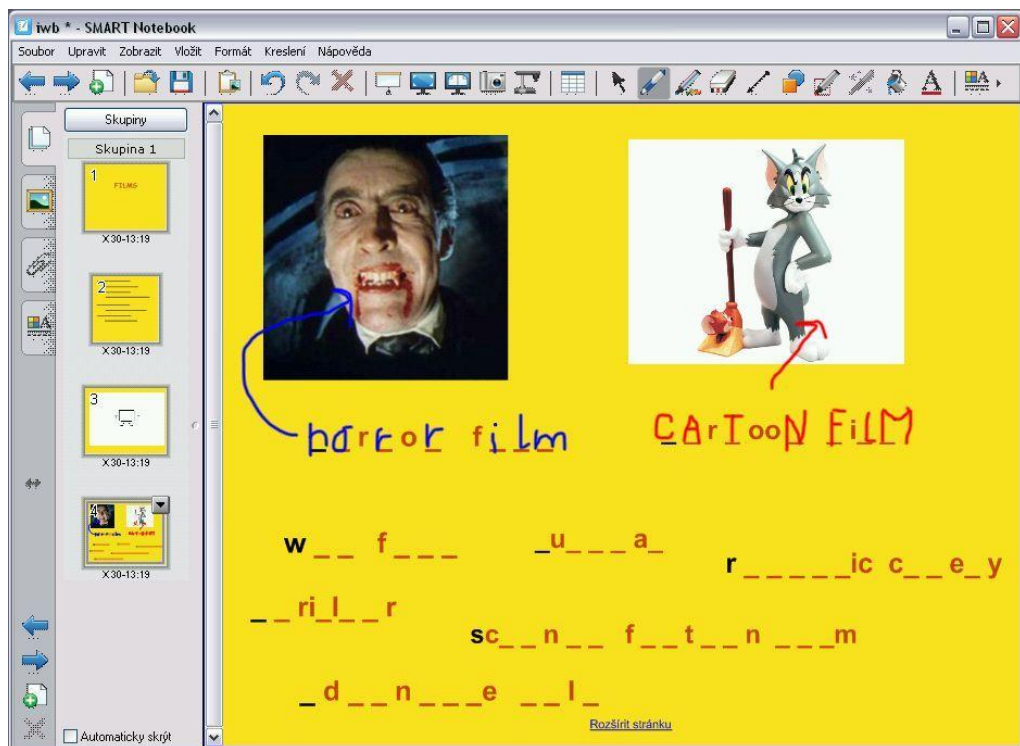


H

Appendix 13: Films – an example of the interactive activity



Appendix 14: Films – an example of the interactive activity



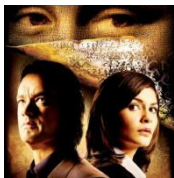
Appendix 15: Films – a blank test

Name:

Class:

Points / Grade

Listen and fill in the missing letters.



1. t _ _ ill _ _



5. _c _ _ n _ _ f _ _ t _ _ _ _i _ _



2. w _ _ f _ _ _



6. _ar _ o _ _



3. m _s _ _ _ _



7. _d _ _nt _ _ _ _ _m



4. ro _ _ _ i _ _o _ _ _ _



8. h _ _r _ _ _l _

Appendix 16: Films – a filled in and graded test

Name: *Katejová*

Class: *7.A* Points *4* Grade *3*

Listen and fill in the missing letters.



1. t H R I L L E R ✓



5. S C I E N C E f A C T I O N F I L M ✓



2. w A R f I L M ✓



6. K a r I O N X



3. m U S I C A L ✓



7. d nt m
a d v e n t u r e F i l m ✓

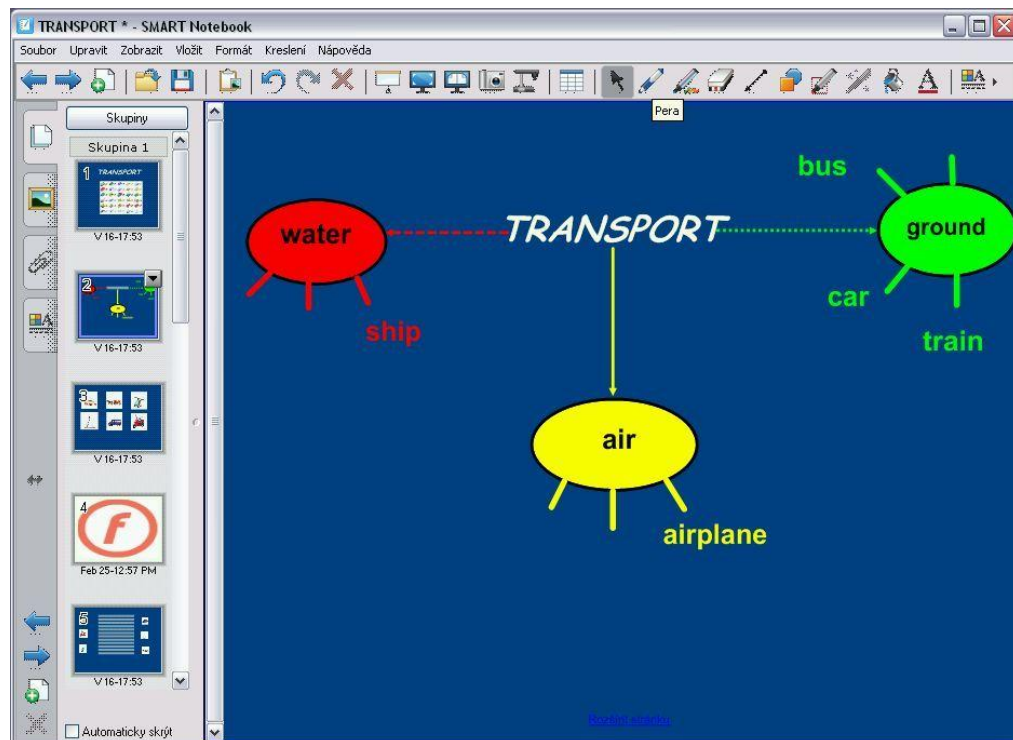


4. r O M A N T I C C O M E D Y X

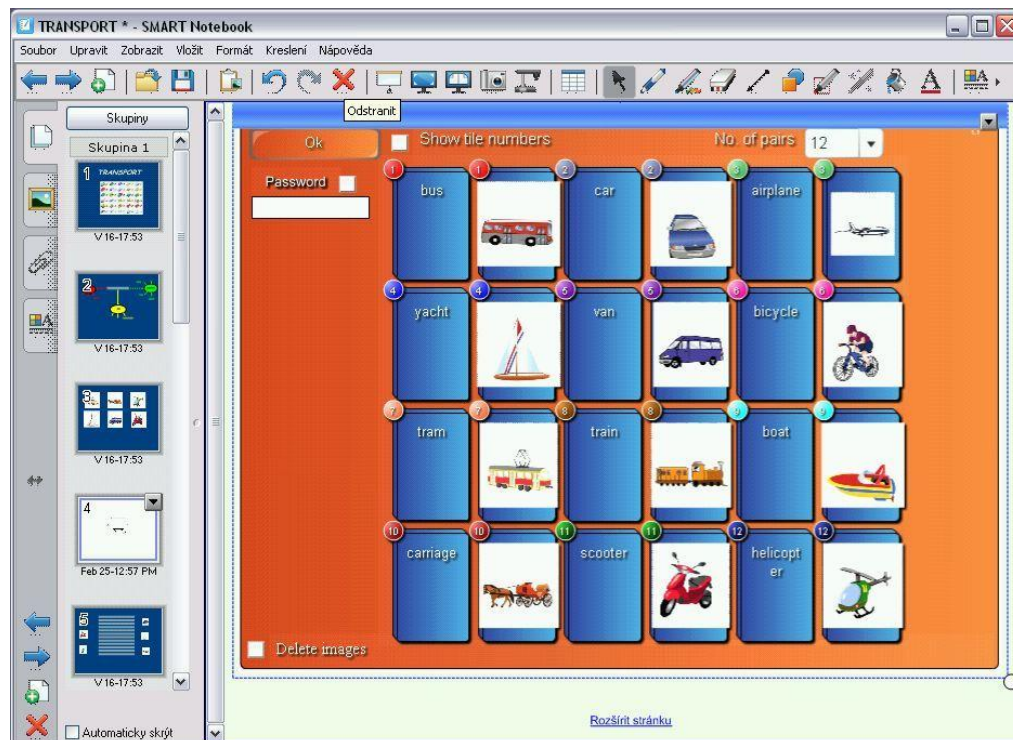


8. h O r O R F I L M X

Appendix 17: Means of Transport – an example of the interactive activity



Appendix 18: Means of Transport – an example of the interactive activity



Appendix 19: Means of Transport – a blank test

Name:

Class:

Points / Grade

Correct the mistakes if any. ✕ = wrong (correct the mistake), ✓ = correct

1. skútr → a scoter



5. dodávka → a wan



2. tramvaj → a tram



6. helikoptéra → a helicopter



3. kočár → a karriage



7. člun → a boat



4. autobus → a bas



8. kolo → a bicycle



Appendix 20: Means of Transport – a filled in and graded test

Name: *Kalejová*

Class: *4A* Points *5* Grade *3*

Correct the mistakes if any. ✕ = wrong (correct the mistake), ✓ = correct

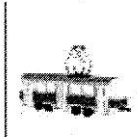
1. skútr → a scooter ✓ ✕



5. dodávka → a van ✓ ✕



2. tramvaj → a tram ✓ ✕



6. helikoptéra → a helicopter ✓ ✓



3. kočár → a carriage ✓ ✕



7. člun → a boat ✓ ✓



4. autobus → a bus ✓ ✕



8. kolo → a bicycle ✓ ✓

